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# Hamilton College

Catalogue 1984-85

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# Hamilton College Catalogue 1984-85

September 1984
Clinton, New York 13323

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# Hamilton College Calendar 1984-85

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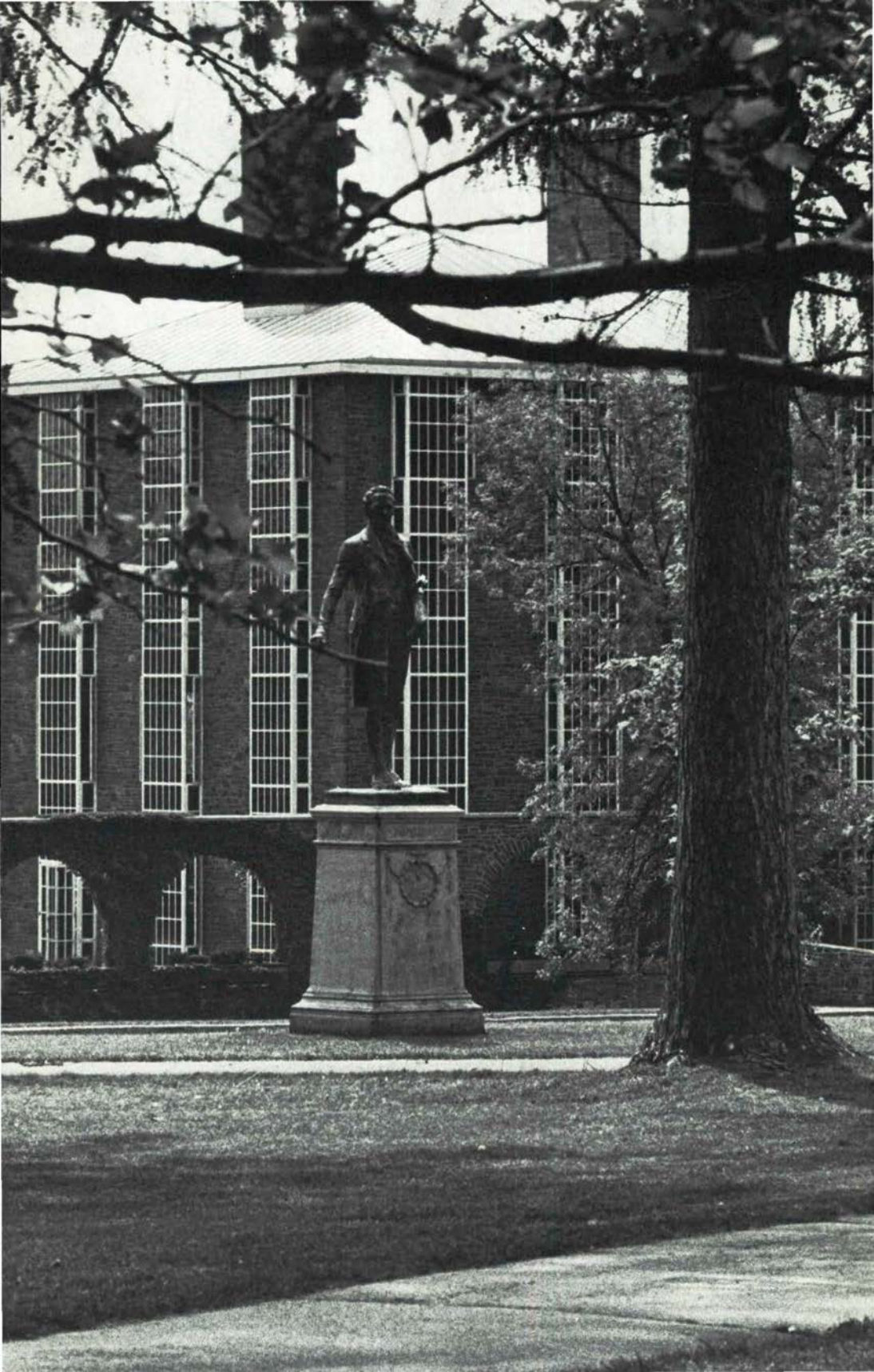
|---|---|---|---|
| **Sept.** | 4-6 | Tuesday-Thursday | Freshman Orientation |
| | 7 | Friday | Fall term classes begin, 8 a.m. All sequences meet for 20 minutes |
| | 13 | Thursday | Last day to add a course or to exercise pass/fail option |
| **Oct.** | 12-13 | Friday-Saturday | Homecoming Weekend |
| | 19 | Friday | Mid-term warnings due |
| | 19 | Friday | Mid-term recess begins, 4 p.m. |
| | 24 | Wednesday | Classes resume, 8 a.m. |
| | 26 | Friday | Last day to drop a course without penalty |
| **Nov.** | 1 | Thursday | Last day to declare a leave of absence for spring 1985 |
| | 9-11 | Friday-Sunday | Parents Weekend |
| | 12-16 | Monday-Friday | Preregistration for winter and spring terms |
| | 20 | Tuesday | Thanksgiving recess begins, 4 p.m. |
| | 26 | Monday | Thanksgiving recess ends, 8 a.m. |
| **Dec.** | 7 | Friday | Fall term classes end |
| | 8-10 | Saturday-Monday | Reading period |
| | 11-16 | Tuesday-Sunday | Final examinations |
| **Jan.** | 3 | Thursday | Winter term classes begin, 8 a.m. |
| | 4 | Friday | Last day to add a course or to exercise pass/fail option |
| | 5 or 6 | Saturday or Sunday | (Open option for regular class meeting at the discretion of each instructor) |
| | 15 | Tuesday | Last day to drop a course without penalty |
| | 25 | Friday | Winter term classes end, 4 p.m. |

| | | | |
|---|---|---|---|
| **Feb.** | 4 | Monday | Spring term classes begin, 8 a.m. |
| | 7 | Thursday | Last day to add a course or to exercise pass/fail option |
| **Mar.** | 1 | Friday | Last day to declare a leave of absence for fall 1985 |
| | 11-15 | Monday-Friday | Sophomores declare concentration |
| | 15 | Friday | Mid-term warnings due |
| | 22 | Friday | Last day to drop a course without penalty |
| | 22 | Friday | Mid-term recess begins, 4 p.m. |
| **Apr.** | 1 | Monday | Classes resume, 8 a.m. |
| | 8-12 | Monday-Friday | Preregistration for fall term |
| **May** | 8 | Wednesday | Class and Charter Day |
| | 10 | Friday | Spring term classes end |
| | 11-13 | Saturday-Monday | Reading period |
| | 14-19 | Tuesday-Sunday | Final examinations |
| | 26 | Sunday | Commencement |



# History of the College

In 1793, the Reverend Samuel Kirkland, a graduate of Princeton and for 40 years a missionary to the Oneida nation of the Iroquois, founded an academy to serve the educational needs of both Indian and White youths. Known as the Hamilton-Oneida Academy and built on a natural plateau overlooking the Oriskany and Mohawk Valleys, the institution became Hamilton College on May 26, 1812, when the Regents of the University of the State of New York granted to the Trustees a charter which enabled young men to earn the baccalaureate degree. Named after Alexander Hamilton, first Secretary of the Treasury and a member of the Board of Trustees of the Academy, the new college opened its doors for classes on November 1, 1812. Its academic leadership included President Azel Backus, a graduate of Yale, and three faculty members. Hamilton was the third college to be founded in New York State and the 30th in the nation.

The college that Backus headed offered a traditional curriculum to its students, one that emphasized the classical languages, philosophy, history, and mathematics. Over the next seven decades the College grew both in size and academic stature, but its curriculum remained traditional except for a special emphasis upon oratory. Indeed, Hamilton became well and deservedly noted for the excellence of its graduates in public speaking, founded upon a four-year public speaking requirement which continued until 1968. Today the curriculum continues to provide excellent training in speech, to the benefit of graduates who enter business, the legal profession, public service, the clergy, and teaching.

In 1858, study of the natural sciences at Hamilton was stimulated by the completion of the Litchfield Observatory, the 13th to be established in the country and, at the time, the site of the nation's second-largest telescope. Christian Henry Frederic Peters, director of the observatory, brought the first Ph.D. to the Faculty and international attention to the College through his discoveries of asteroids. Professor Peters died in 1890, and thereafter the observatory languished and finally was torn down. The telescope's pedestal remains on the campus as testimony to Peters' work. In the summer of 1977, the College completed and dedicated a second observatory, thus honoring an old tradition with a revived interest in astronomy.

Student life in the nineteenth century was simple and rigorous, as students studied by lamp and kept warm by fires fueled by wood they themselves had gathered. Each morning, students met in Philip Hooker's unique three-story chapel to hear a lesson, usually from the President. While the requirement of chapel attendance has long since disappeared, Hooker's chapel, perhaps the most beautiful of the College's buildings,

continues to dominate the central quadrangle. The social activities of undergraduates, left mostly to their own ingenuity and direction, led to the early growth of literary societies which sponsored programs of declamations and debates. Social fraternities were first founded during the 1830s, and eight continue to the present day. Athletic activities of the informal variety were the rule until well after the Civil War, when organized intercollegiate sports began to appear. A spirit of amateurism and widespread participation has continued to prevail at Hamilton in both intramural and intercollegiate sports.

The gradual growth of the College, which continued in the post-Civil War period, accelerated sharply in 1892 with the presidency of Melancthon Woolsey Stryker, the first graduate of the College to hold the post and a clergyman of national reputation. With explosive energy, Stryker introduced a program of expansion in resources, buildings, and reputation. Although the dynamism of his term was interrupted by World War I, his mark on the College remains. Indeed, his quarter-century rule is nostalgically remembered by many as the College's "Augustan Age."

Between the World Wars, President Frederick Carlos Ferry further strengthened the College's academic standards. After the unsettled period of World War II, Robert Ward McEwen assumed the presidency and provided strong leadership which led to a moderate but purposive increase in enrollment, curricular revision with emphasis on the physical and social sciences, and the establishment of a coordinate college for women.

In 1961, McEwen initiated a study of ways to enrich the intellectual life of the College without abandoning the intimate student-faculty relationships characteristic of Hamilton. Aided by some of Hamilton's trustees and faculty, he concluded that his goal could best be met by the establishment of a cooperating, yet independent, college adjacent to the Hamilton campus. He envisioned a coordinate relationship between Hamilton and the new college, each with a curriculum that was complementary to that of the other. Thus, under Hamilton auspices, Kirkland College opened in September of 1968 as the first independent women's college to be founded in the East since 1926. Named for Samuel Kirkland, Kirkland College graduated its charter class in the spring of 1972.

Under the leadership of President Samuel Fisher Babbitt, the new college brought to College Hill programs of study designed to meet the academic and personal needs of gifted young women. Men and women were able to cross-register at each college, and the curricular

opportunities afforded by the two institutions were substantially broader than those which would have existed if Hamilton had simply admitted women in 1968. Kirkland developed especially noteworthy programs in the arts and added to the Hill some first-rate buildings—most particularly the List Art Center. In 1977, the Trustees of Hamilton and Kirkland concluded that the two coordinate colleges should be joined into one coeducational college. Accordingly, Kirkland College was formally dissolved on June 30, 1978, and Hamilton College began the 1978-79 academic year as a coeducational institution with an undergraduate body of about 1,600 and a strong curriculum in the humanities, the sciences, the social sciences, and the arts.

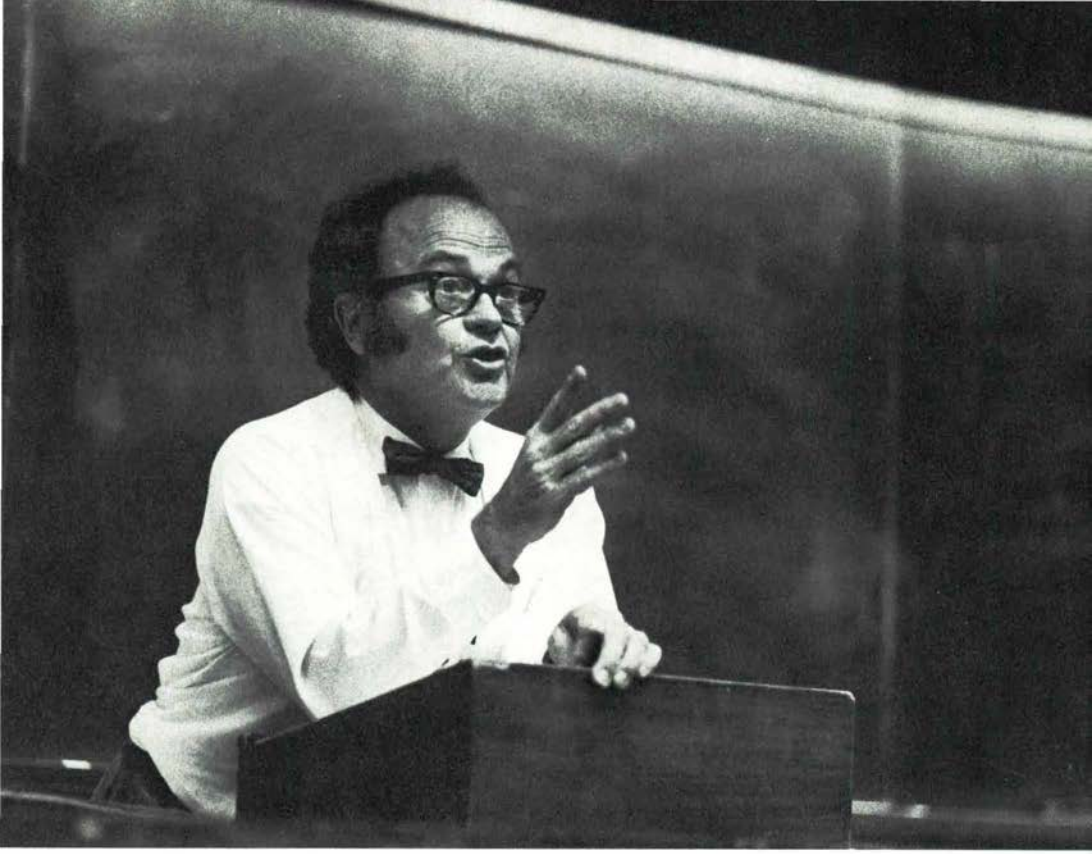
# Academic Purposes and Goals

The central purpose of the College is to develop in its students an understanding of the value and uses of the intellect, and by so doing, to prepare them for a life of enrichment and constructive influence free of the twin provincialisms of ignorance and arrogance. The College wishes to advance the personal fulfillment of its students, and through them, the well-being of others. The Faculty believes that this goal can best be reached through a course of study that is neither too general nor too specialized. The College seeks young men and women of intellectual promise who share a strong commitment to Hamilton's educational philosophy, for in its collegiate community, students and faculty together carry the important responsibilities for the quality of education. The College seeks to move students beyond the acquisition of specific knowledge and skills to a wider understanding of themselves, their environment, society, and the manner in which all three interrelate.

A Hamilton education is best described as mental effort under criticism. It is an effort designed to lead to self-education and the ability to deal with the crucial problems of our time in a morally and intellectually courageous manner. The Faculty believes that liberal learning, in its breadth and depth, is the appropriate foundation for society's leaders and that it is in the reconciliation of the universal with the particular that idealism comes to terms with reality. The intimacy of Hamilton's collegiate community allows full recognition of the important differences and talents that each student brings to the College, while it assists in developing informed and questioning modes of thought.

The liberal arts education at Hamilton is more than the sum of a number of academic courses; faculty and students, in a variety of ways (both curricular and extracurricular), create a general intellectual environment that encourages the formation of essential habits of the educated person—curiosity, rigorous observation, tolerant understanding, and enlightened judgment. Although the College does not attempt to teach a specific set of values, its faculty nevertheless recognizes its responsibility to teach students the importance of sound values and to encourage their development.

The opportunity at Hamilton for students to take their liberal arts education into their own hands is greater than at most other colleges. Yet the freedom accorded the undergraduate here is possible only so long as students and members of the Faculty see to it that the particular purposes of individual students fit within, and thereby support, the larger institutional purpose. There are few formal requirements at Hamilton because the Faculty, primarily through formal and informal advising, asks and expects students to strive to acquire:



**First,** an ability to think, write, and speak clearly, with precision and cogency.

**Second,** an informed acquaintance with, and a critical appreciation for the ways in which knowledge of nature and man is gained through experimental or quantitative methods of analysis.

**Third,** an informed acquaintance with a culture other than their own.

**Fourth,** an informed acquaintance with the historical and social forces that have shaped the present and may shape the future.

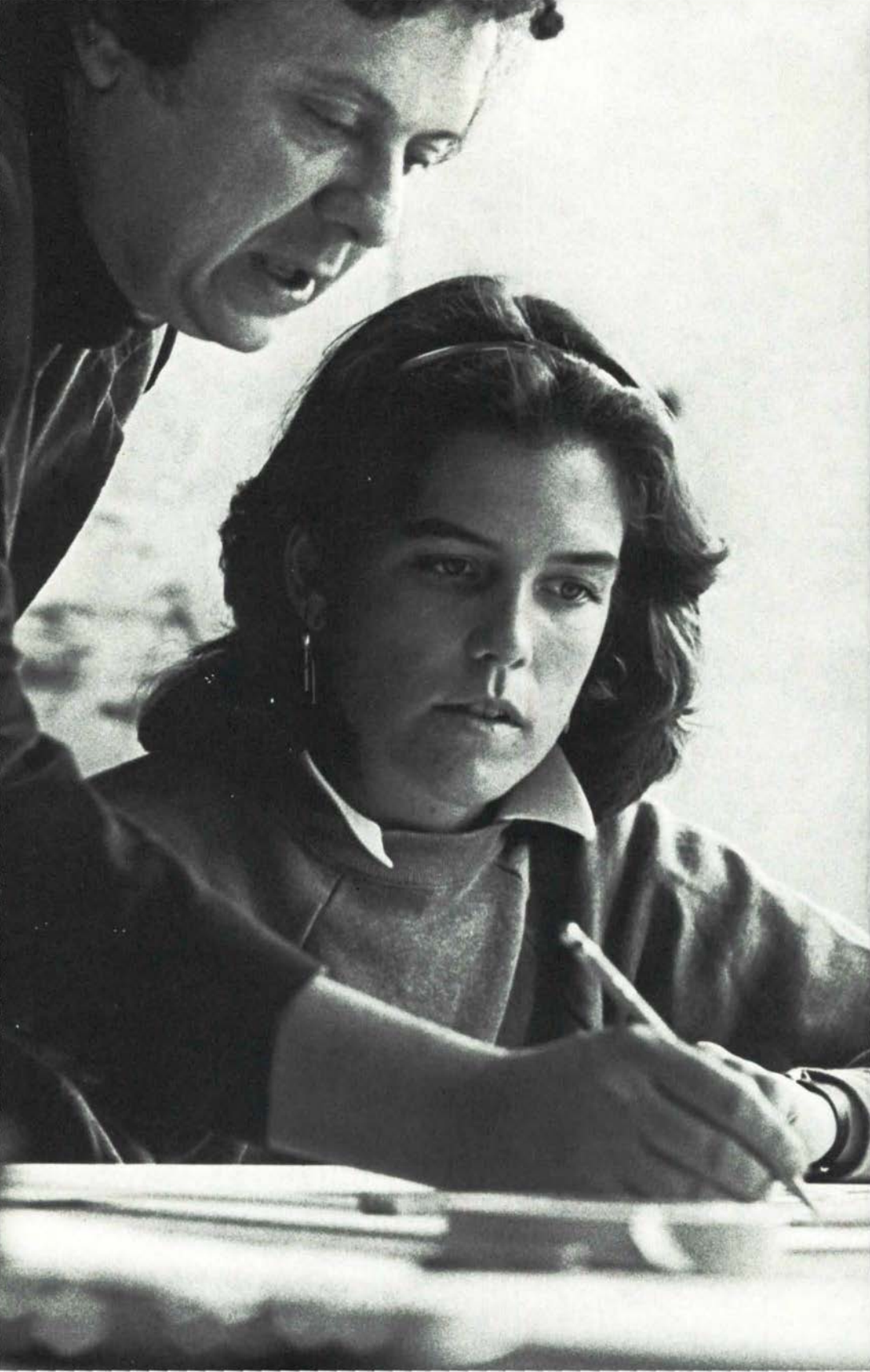
**Fifth,** some understanding of, and experience in thinking about, moral and ethical problems and issues.

**Sixth,** an informed acquaintance with some modes of literary, artistic, or musical expression, along with canons of criticism appropriate to them.

**Seventh,** relative mastery of the content and methods of some particular field of knowledge so that they can define the issues of a problem, develop the evidence that can reasonably be advanced on all sides, and reach a conclusion based upon an evaluation of the evidence.

Many institutions of higher learning do not state the general goals of a liberal arts education, or do so only through an explicit set of course distribution requirements. At Hamilton, students are accorded freedom to pursue their own educational interests, but their obligation to become

broadly educated is in no way lessened. Indeed, it is probably intensified, for they are forced to review periodically where they have been, where they are going, and how well their educational plan measures against the criteria set by the Faculty. Although each academic department allows a student the opportunity to specialize as a concentrator during the junior and senior years, all departments offer courses designed to meet the general goals of a liberal arts education as set forth by the Faculty of the College. A significant part of a student's development centers upon the fashioning of an appropriate sequence of courses that will address both the goals of the College and the student's own talents and tastes. In this task each student is assisted by a faculty advisor.



# Academic Program

## The College Year

The College year at Hamilton is organized around fall and spring terms of approximately 13 weeks and a winter term of three and one-half weeks. Students are expected to complete 35 courses for the degree, normally in a four-one-four pattern in the fall, winter, and spring terms of each academic year.

Students elect courses from among the offerings of 22 Hamilton departments and six interdisciplinary programs. For qualified upperclass students, the College's term in Washington and programs in France and Spain provide unusually rich off-campus educational experiences.

In recent years, during the winter term, the College has also offered study in Austria, Egypt, England, France, Greece, Israel, Italy, and the Soviet Union. These programs are conducted by members of Hamilton's faculty, usually within the curricula of particular departments.

## Academic Advising

Since the Hamilton curriculum affords students a wide range of courses and disciplines within the liberal arts, the College relies heavily on a system of academic advising designed to help students plan and choose responsibly. Each advisor is a faculty member, and every faculty member with a term of service beyond one year serves as an advisor. Members of the Board of Advisors, a group selected by the Dean of the College, provide guidance to students during their freshman and sophomore years. After students elect their concentration, advising becomes the responsibility of faculty members in the appropriate disciplines. Certain members of the Faculty offer counsel to students preparing for various professions and careers.

During the summer before matriculation at Hamilton, students receive descriptions of courses open to first-year students. Each is also assigned to a member of the Board of Advisors, with whom the fall course schedule is planned during Orientation. Also at that time each student takes a variety of placement tests and consults with departmental chairs to ensure that appropriate course levels are chosen. Students other than first-semester freshmen register in the fall for the winter and spring terms, and in the spring for the fall term of the next academic year. At each period of academic counseling, students are encouraged to plan not only for the coming term, but for their entire period of study at the College. They are also asked to review their progress toward meeting the educational goals of the College.

Hamilton's emphasis on the importance of advising by the Faculty is distinctive among colleges and universities. The advisor is more than a

casual or occasional faculty contact: he or she serves as an experienced guide and often as a mentor and friend. Moreover, after the close of each academic year, the performance and course selections of each freshman and sophomore are reviewed carefully by the student's advisor in the presence of two additional members of the Board of Advisors. This "troika" system reflects the commitment of the Faculty to a strong advising system. Students may seek additional advice about their academic programs from the Office of the Dean of Students and especially from the deans in charge of academic advising for their class.

## Concentration

Among the requirements for graduation is the successful completion of a concentration (major) offered by the several departments and programs of instruction. Senior Fellows are excused from this requirement (see "Senior Fellowship Program" below). The specific disciplines and programs in which a student can concentrate are American Studies, Anthropology, Art (History of Art or Studio Art), Asian Studies, Biology, Chemistry, Classical Studies, Classics, Comparative Literature, Dance, Economics, English, Foreign Languages, French, Geology, German, Government, History, International and Comparative Political Studies, Mathematics, Music, Philosophy, Physics, Public Policy, Psychobiology, Psychology, Religion, Russian Studies, Sociology, Spanish, Theatre, Women's Studies, and Writing.

The number of courses comprising a concentration normally ranges from eight to ten, depending upon the department or program. Specific descriptions of each concentration appear in the entries under "Courses of Instruction." For more information, see the section entitled "Concentration" under "Academic Regulations."

## Winter Term

The central educational purpose of winter term is to provide an opportunity for students to study in a way not possible during the fall and spring terms; a subject or special interest—including many not available elsewhere in the curriculum—can be explored intensively (without competition from other courses). January is a month set aside for independent research, discovery, and exploration; for choosing to study something completely new; for studying in depth and on an advanced level material central to a student's academic program; or for electing time away to integrate educational growth with career plans.

During winter term, the College awards academic credit for a variety of courses and independent studies. Winter term courses normally have regular class meetings, papers, and examinations; winter term independent study follows the same procedures that are required for fall and spring terms. (See "Winter Term" and "Independent Study" sections under "Academic Regulations.")

Courses offered in the winter term are listed in this catalogue under "Courses of Instruction." Information about additional special courses taught by visiting adjunct faculty will be available in the fall, prior to registration for the winter term.

Students ordinarily participate in at least three of four winter terms during their academic careers at Hamilton. Students are advised to use the fourth winter term in a manner related to the general education program. The College encourages participation in internships, work-study programs, and career exploration during the winter term. (See "Independent Study" and "Internships.")

## Hamilton College Junior Year in France and Academic Year in Spain

Hamilton College sponsors a Junior Year in France program. Enrollment is open to students whose preparation in French and intellectual maturity are sufficient to enable them to profit from courses in the humanities, fine arts, and social sciences taught in French. To be admitted, students must demonstrate a strong academic record and an adequate knowledge of French. The program, directed in France by a member of the Romance Languages Department, begins with a session in Biarritz in September and October. The balance of the academic year is spent in Paris.

In collaboration with the faculties of Williams, Swarthmore, and Mount Holyoke Colleges, Hamilton also sponsors a program in Madrid. This program is open to sophomores, juniors, and seniors who wish to pursue studies in Spanish language, literature, and civilization. To be admitted, students must demonstrate a strong academic record and an adequate knowledge of Spanish. Hamilton is the primary organizer and sponsor of the program, while directorship rotates among members of the faculties of the four collaborating colleges. Students may be admitted for one term, but they are encouraged to spend one full academic year in Spain.

## Hamilton College Term in Washington Program

Each fall term Hamilton offers a program in Washington, DC, for qualified juniors and seniors. The program is directed by a resident member of the Government Department. It consists of internships in the legislative and executive branches of the federal government, research, and writing. Students are responsible for their own living arrangements. The term is designed for students who have demonstrated ability to work on their own initiative, and who have particular interest in the problems of government and public affairs. The program awards four course credits toward graduation, of which two (325 and 327) count toward a concentration in Government. To qualify for the program a student must have taken at least one of the following: Government 221, 228, 250, or 331. Completion of Government 229 is recommended. The program is not restricted to those concentrating in Government; it is also open to selected students from other colleges.

## Senior Fellowship Program

Each spring the Dean of the College designates up to seven academically outstanding members of the junior class as Senior Fellows. Any student in the junior year may become a candidate by submitting a proposal for a senior year of independent study. The proposal usually grows out of earlier independent study courses and is framed in consultation with two faculty advisors of the student's choice. Senior Fellows are free of the conventional curriculum and they need not complete concentration requirements, but they may take such courses as are appropriate to their fellowship project and their educational goals. A written thesis is required at the close of the fellowship year along with a public lecture to the College community. Evaluation is made by the advisors and an examination committee.

## Study at Neighboring Institutions

With appropriate approval (see "Transfer of Credit"), a Hamilton student may take course work toward the baccalaureate degree at neighboring institutions. In recent years students have enrolled in courses at Colgate University, Syracuse University, and Utica College of Syracuse University. Usually one course is taken at a neighboring institution while the rest of the student's work is done at Hamilton.

## Cooperative Programs

Hamilton has established cooperative arrangements with several other institutions to expand the educational opportunities open to students.

Several instances are described below. Students enrolled in cooperative programs with other colleges and universities receive a Hamilton degree only upon demonstrating to the department in which they concentrate that they have fulfilled concentration requirements and have striven to satisfy the goals of the College. If the concentration requirements have not been met by the end of the junior year they may, with the approval of the department, be completed at the cooperative institution.

### Cooperative Engineering Program

Liberal Arts-Engineering (3-2) plans are in effect with Columbia, Rensselaer Polytechnic Institute, and the University of Rochester, whereby the student spends three years at Hamilton and then two years at the cooperating engineering school. At the end of this period, the student earns a B.A. from Hamilton and a B.S. from the engineering school. Admission to these programs in chemical, civil, electrical, and mechanical engineering (as well as many others) is based solely on the positive recommendation of the Department of Physics. Another arrangement with Washington University of St. Louis is also in effect, but in that case admission must be approved by the University. Various 4-2 plans lead to different degree options. For details consult the engineering advisor (Professor J.W. Ring) in the Department of Physics.

### Cooperative Law Program

The Hamilton cooperative law program permits selected students to enter the Columbia University School of Law after completion of the junior year. The program in Accelerated Interdisciplinary Legal Education (AILE) permits these students to earn both the Hamilton baccalaureate degree and the Columbia *juris doctor* degree after three years of study at each institution.

### Cooperative Public Policy Program

Hamilton cooperates with the University of Rochester in a trial program which will enable students to receive in five years the B.A. degree from Hamilton and a Master of Science degree from the University of Rochester in public policy analysis. Students interested in this option should consult with Theodore J. Eismeier, the Director of the Public Policy Program. A review of the program will take place in 1986.

### Early Assurance Program in Medicine

This cooperative effort by a small group of northeastern liberal arts colleges and medical schools provides an opportunity for selected

students, at the end of their sophomore year, to gain assurance of a place in medical school upon graduation from Hamilton. It is intended for individuals who are confident of their career choice and who have completed two of the four science courses required for admission to medical school. In addition, applicants must propose, for the third and fourth years of college, a plan of study that would not be possible if they were to follow the usual pathway in which the timing of additional science courses and admission test and interview requirements limit the options for exploiting broader liberal arts educational opportunities. While this program may reduce the academic pressures which premedical students often experience, its major purpose is to provide greater choices for personal development. More detailed information can be obtained from the Health Professions Advisory Committee.

### Williams College Mystic Seaport Program

Hamilton is one of 18 institutions whose students are eligible to apply for the limited number of spaces in the one-semester program in American Maritime Studies taught at Mystic Seaport Museum, Mystic, CT. The program is accredited through Williams College. Students interested in applying should talk with the appropriate dean before January 10 of the preceding year.

### Study away from Hamilton

Each year more than 100 Hamilton students study abroad, either with the College's programs in France and Spain or with other approved foreign study programs and universities. In particular, Hamilton has special relationships with the Universities of Kent and York in England. It is also possible to study for a term or more at other colleges and universities in North America. Interested students should consult the procedures outlined in the sections on "Transfer of Credit" and "Leaves of Absence" below and should confer with the appropriate dean well in advance of the term or terms they hope to study away.

# Academic Regulations

## Baccalaureate Requirements

To qualify for the baccalaureate degree, a student must meet the following requirements established by the Faculty.

### Course Units

Thirty-five full-credit courses (or the equivalent) must be completed with passing grades, and a grade of C− or higher (exclusive of pass/fail elections) must be achieved in at least one-half of the courses taken at Hamilton. No more than fifteen course credits in a single department earned after entering the College may be counted toward the thirty-five courses required for graduation.

### Residence

A student must complete at least 18 courses while in residence at Hamilton and be in residence for the final term of study. Residence means enrollment in programs sponsored by the College, on or off campus.

### Time for Completion of the Degree

The normal pattern for earning the baccalaureate degree is four consecutive years of study, but the requirements must be completed within seven calendar years from the date of matriculation.

### Concentration

A student must complete the requirements for a regular concentration, a double concentration, or an interdisciplinary concentration with a cumulative average of at least 72 in all courses taken at Hamilton that are approved for the concentration. Seniors must take at least one course each term in their concentration unless granted an exemption by the departmental or program chair and the Committee on Academic Standing.

### Regular Concentrations

Students declare their concentrations in the sophomore year, before pre-registration for fall term courses. By the end of the sophomore year a student must have completed at least two courses in the department or program of concentration, and must have received a cumulative average of 72 or higher for all work taken in that department or program. The concentration is listed on the official transcript. A student may change from one concentration to another only with the approval of the departments or programs involved and the Committee on Academic Standing.

### Double Concentration

While a single concentration is common, it is possible for a student to complete and gain recognition for concentrations in two departments or programs, provided that approval to elect a double concentration is granted by the departmental or program chairs involved and the Committee on Academic Standing. Normally, approval to elect and declare a double concentration is granted only when the student makes a compelling case in writing to those whose approval is necessary. They will take into consideration the amount of progress the student has made toward meeting the first six of the College's academic goals (see page 12), the extent to which this combination of concentrations encourages curricular distribution, and the total number of courses required to complete both concentrations. A student may not count a course as part of the concentration requirement in more than one department. When approved, both concentrations are listed on the official transcript. Petitions from those seeking approval for a double concentration will not normally be considered after the add period of the first term of the petitioner's junior year. Those who have been granted permission for a double concentration may drop one of them at any time by informing the appropriate departmental chair and the Registrar.

### Interdisciplinary Concentration

A student may design and declare an interdisciplinary concentration involving two or more departments. After consulting with and gaining approval from the appropriate departmental chairs, the student must submit the proposed interdisciplinary concentration in writing for approval by the Committee on Academic Standing, which will evaluate the proposal according to standards similar to those for the double concentration.

### Regular Concentration with Option of a Minor

A student with a concentration in a single department or program may also declare a minor in any department or program of instruction in which a concentration is available, or in an interdisciplinary minor program previously approved by the Committee on Academic Policy. Students declaring a minor must consult with and gain the written approval of the appropriate departmental chair. Declaration of a minor in the same department or program as the student's concentration requires approval of the Committee on Academic Standing. To enter a minor, a student must have completed at least one course in the discipline and must have earned a cumulative average of at least 72 in all courses counting toward the minor. This average must be maintained if the minor is to be listed along with the concentration on the official

transcript. A minor consists of five courses as approved by the department, program, or committee under which the work is undertaken. A student may not count a course as part of both the concentration and the minor. A student may not declare a minor after the add period of the second term of the senior year.

### Standards for Written Work

The College requires minimum standards of correctness in all written work.

Each entering student is required to take a proficiency examination in English composition, and his or her performance on this examination is the basis upon which the English Department determines whether or not the student should be strongly advised to take English 110 during the first term of college. Whatever the performance in English 110, those who wish further practice in writing are encouraged to elect English 120. Any member of the Faculty may inform the Associate Dean of the College that a student has not met the required standards in the written work of a course, even if the student receives a passing grade in the course. A student who accumulates two or more such warnings must take remedial work through the Writing Tutorial Program or by such other means as are approved by the faculty member who supervises the program. Such a student may not be graduated from the College until the Committee on Academic Standing is satisfied with his or her competence in writing.

### Standards for Oral Work

The College requires minimum standards of effectiveness in all prepared oral presentations.

Each freshman is required to take a scheduled proficiency test in the form of a brief prepared speech on a topic of his or her choosing before a small group of freshmen and at least one member of the faculty of the Speech Department. The student's performance is the basis upon which the Department determines whether or not the student should be strongly advised to enroll in an introductory level speech course. After proficiency testing, the Department provides faculty advisors with the names of those students for whom an introductory speech course is strongly recommended, as well as the names of those students judged able to pursue more advanced work.

Any member of the Faculty may inform the Associate Dean of the College that a student has not met the College's standards for oral presentation in a course, even if the student receives a passing grade in the course. A student who accumulates two or more such warnings must

take remedial work in a tutorial program offered by the Speech Department, or meet the requirement by such other means as the Department may approve. Such a student may not be graduated from the College until the Committee on Academic Standing has determined that the student meets the College's standards for effectiveness in speaking.

### Library Instruction

All students are required to complete a short course in library instruction during their first year. The purposes of the course are to familiarize students with library resources and services and to introduce them to basic techniques of research.

### Physical Education Requirement

Every student must participate in the program of instruction offered by the Physical Education Department.

Each student is required to pass tests in swimming and physical fitness, and to demonstrate proficiency in two of the seasonal sports listed below (one fall and one winter sport) or to meet an equivalent standard subject to departmental approval. Instruction is available in tennis, squash, golf, ice skating, badminton, racquetball, volleyball, judo, swimming, fencing, platform tennis, and general physical fitness. Once students have passed the test or tests for the seasonal program, they are excused from further attendance until the next season's activity begins. In most instances the requirements are met in the freshman year; all students are required to complete the physical education requirement no later than mid-term of the second semester of the junior year.

Transfer students should register for a physical education course upon matriculation and consult with the departmental chair about completion of the requirement. Prior instruction may be applicable to Hamilton requirements.

### Conferral of Degrees

All students receive the degree of Bachelor of Arts, which is conferred once a year at the graduation ceremony. The degrees are conferred only upon students who have completed all the baccalaureate requirements described above, who have no outstanding bills at the College, and who are present to receive their diplomas (unless they have requested and received authorization from the Committee on Academic Standing for conferral *in absentia).*

## Honor Code

Matriculation at Hamilton is contingent upon a student's written acceptance of the Honor Code regulations. The Code covers all course

work and course examinations at Hamilton College during a student's college career. Complaints alleging violations of the Honor Code shall be submitted in writing by instructors or students to the Honor Court Chair.

## Independent Study

After the first term of the freshman year, a student may engage in independent study during the school year in place of a regular course. The student's independent study proposal must receive the approval of the faculty supervisor, the appropriate departmental chair, the student's faculty advisor, and the Committee on Academic Standing. Normally, arrangements are completed in the term preceding that of the independent study, and late petitions may be denied. Independent study requires discipline and responsibility, so the Faculty takes into account the maturity of the student and the level of his or her knowledge and academic background when it considers proposals for independent study. A student normally will not engage in more than one, and cannot engage in more than two, independent studies in any one term.

Independent study may take many forms, but normally it consists of the study of material unavailable in the formal College curriculum, of laboratory or field research, or of the creation of some body of work in creative arts, such as poetry, fiction, musical composition, or visual arts.

In exceptional circumstances an off-campus independent study may require evaluation by the off-campus supervisor rather than by the Hamilton faculty supervisor. In such cases the Committee on Academic Standing expects that the study will be graded on a pass-fail basis.

## Internships

The College recognizes that an internship or an apprenticeship experience can be a valuable supplement to a student's academic program. Students beyond the freshman year (eight courses) who are in good standing are eligible to engage in such internships and apprenticeships. Although academic credit is not awarded for such activities, a student may obtain from the project supervisor a letter of evaluation. The Office of the Dean of Students will place the letter in the student's permanent file. Under the direction of a regular member of the Faculty, and with the approval of the Committee on Academic Standing, students pursuing off-campus internships and apprenticeships approved by the College may at the same time be enrolled for independent study credits according to the general policies that govern independent study at the College.

## Independent Coverage of Course Work

Under certain circumstances, a student may cover a course independently and receive credit on the basis of demonstrated proficiency. Such study is ordinarily undertaken during the summer recess and permits the student to move rapidly into advanced courses for which there are prerequisites, or to make up a course failed during a preceding term.

A student wishing to cover a course independently must obtain the approval of a faculty supervisor, the appropriate departmental chair, the faculty advisor, and the Committee on Academic Standing. The fee for independent coverage is $400, except when undertaken during a term in which the student is enrolled full-time, in which case the independent coverage counts as one of the 37 courses available to the student through the payment of regular tuition.

## Winter Term Regulations

A winter term course or independent study is counted as one of the 35 courses required for graduation. The grade earned is included in the student's cumulative average. No student may take more than one course or independent study in any winter term.

Independent studies are approved by the same procedures that apply for the fall and spring terms. A student who wishes to register at another institution during winter term may do so provided that the chosen course of study has been approved by the Committee on Academic Standing (see "Transfer of Credit" below).

Students may change courses during the first two days of winter term. A winter term course may be dropped until mid-term. No penalty is assessed for dropping a course except that the course counts toward the 37 which a student can elect without extra charge. After mid-term, a student may drop a course without the penalty of failure *only* if approval is granted by the Committee on Academic Standing.

No rebate on tuition will be made to a student who does not elect or who chooses to drop a winter term course or independent study.

## Course Election

Both Hamilton's commitment to excellence and its need to operate within its resources have implications for course enrollment policy. Except for independent studies and courses with limited enrollments, a student shall be free to elect, during the calendar periods for registration, any course for which the prerequisites have been met. However, a senior who desires to elect a 100-level course must first obtain the permission of the chair of the department that offers the course.

Full-time students normally elect four courses during both the fall and spring terms. During each of these terms, students may carry no more than five, and no fewer than three, full-credit courses. Any exception must be approved by the Committee on Academic Standing. (See also "Over-election Fee" under "Tuition and Fees.") During the winter term, students may elect only one course or independent study.

Part-time study at Hamilton is available only to special students and to those participating in the Hamilton Horizons Program (see "Admission").

## Course Changes for Fall and Spring Terms

A student may change (add or drop) courses during the first four calendar days of fall and spring terms after consultation with the advisor. An add/drop form must be completed and returned to the Registrar's Office within the four-day period.

After the first four calendar days of either term, a student who is taking four or more courses may drop a course *up to one week after mid-term*, provided he or she has the approval of the advisor and of the instructor of the course. The dropped course counts as one of the 37 courses that a student can elect without extra charge (see "Over-election Fee").

After the drop deadline, a student may drop a course without the penalty of failure *only* if approval to do so is granted by the Committee on Academic Standing. Only extraordinary circumstances warrant the Committee's approval of such a request.

## Grades

A student's academic performance is graded by the instructor at the close of the term with one of 14 grades. Each of these grades has a numerical equivalent which is used to determine a student's average and class standing. The lowest passing mark is D−.

The letter grades with their numerical equivalents are shown below:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Excellent | = | A+ | (98) | A | (95) | A− | (92) |
| Good | = | B+ | (88) | B | (85) | B− | (82) |
| Satisfactory | = | C+ | (78) | C | (75) | C− | (72) |
| Poor | = | D+ | (68) | D | (65) | D− | (62) |
| Failure | = | F | (55) | | | | |
| Serious Failure | = | FF | (40) | | | | |

After the end of the term, reports of final grades are sent by the Registrar to the student, the advisor, and the student's parents or guardians.

Evaluation of performance in a course is represented by a single grade which combines grades for work in the course and for the final examination in a ratio determined by the instructor. When a student elects to take a course on a pass/fail basis, standing in the course is represented by the notation of P* (pass) or F* (fail). When an independent study or an appropriately designated course is carried for two terms, the grade reported at the end of the first term is tentative. The grade assigned by the instructor at the end of the second term becomes the final mark for both terms.

### Failure in a Course

Students who fail a course may repeat that course; if the failed course is repeated, however, both grades will be included in the cumulative average. A failed course may not be counted toward the 35 course credits required for graduation, but it is counted toward the 37 courses that a student may elect without extra charge.

After the drop period, and with a warning to the student, an instructor may request the Committee on Academic Standing to remove from the course a student who is willfully and consistently neglectful of assigned work or other course obligations. If the Committee concurs, a grade of F will be entered on the student's record.

### Grades of Incomplete and Grade Changes

No grade of incomplete may be reported by an instructor without the approval of the Committee on Academic Standing. Such approval is given rarely and only for circumstances beyond a student's control, such as medical or family emergency. Approval permits the student to complete the required work for the course no later than six weeks from the end of the term for which the grade of incomplete was assigned.

An instructor may not change a grade, other than the removal of an incomplete within the deadline, without the approval of the Associate Dean of the College.

### Pass/Fail Option

To encourage greater breadth in course election, the Faculty has adopted a rule that allows a student to elect four courses over the four-year period on a pass/fail option. No more than one such option may be exercised in any given term. Graduate and professional schools generally look with disfavor on the use of this option in course work considered crucial to the graduate field.

The pass/fail option is subject to the following rules:

1. No freshman is permitted to use the pass/fail option in the first term.

2. Unless the instructor asks, he or she will not be informed which students are taking a course on the pass/fail option.
3. The student must inform the Registrar of his or her intention to use the pass/fail option no later than the first four calendar days of fall and spring terms, and the first two days of winter term.
4. The pass/fail option cannot be used in the student's department of concentration in the junior or senior year.
5. To qualify for a "pass," a student must earn a D− or better.
6. Pass/fail will not be included in the student's average.
7. Although the instructor reports a regular grade, the student's record will indicate only a pass or fail.
8. The pass/fail option cannot be used in any of the five courses constituting a student's minor.

## Academic Average

Based on grades submitted by instructors, a numerical academic average is determined for each student for the term and cumulatively for all work taken at Hamilton. Grades in courses accepted for transfer credit are excluded from the student's average. A student is assigned a specific ranking in the class, which appears on the permanent record. This information is available to the student and to those parties authorized by the student to receive it.

Grades earned in courses taken by independent coverage are included in the cumulative average. Grades for the Hamilton Junior Year in France program, the Academic Year in Spain program, and the Hamilton Term in Washington are included in the cumulative average.

## Class Attendance

Every student is expected to attend class regularly. A student who must be absent because of medical or family emergency should notify the Office of the Dean of Students and, when possible, his or her instructors. Absence for any reason does not remove the student's responsibility for learning the material covered during the absence, for turning in assignments, for obtaining materials distributed in class, and for knowledge of the next assignment.

When an instructor believes that lack of attendance is proving injurious to a student's academic performance, the instructor may warn the student or ask the Committee on Academic Standing to do so. The student who fails to heed such a notice may be dropped from the course in accordance with the procedures outlined above.

### Excuse of Illness

The College's policy is to grant such excuses only for the period of time that the student is confined to bed in the Health Center or elsewhere upon the order of a College physician or nurse. Should a faculty member require an official excuse, the Office of the Dean of Students will provide it after consultation with the Health Center.

### Papers and Examinations

Hour examinations normally shall not be given during the last two weeks of the fall and spring terms. All papers, including term papers, shall be due no later than the last scheduled day of classes.

The final examination period consists of six days, with two scheduled examination sessions per day. A student may request rescheduling of a final examination only when the student is scheduled to take more than one examination in a single session. The student should address the request to his or her instructor. If the rescheduling presents a problem for the student or instructor, the student should consult with the Office of the Dean of Students.

## Academic Standing

The Faculty assumes that every student admitted to Hamilton will be able to qualify for graduation. However, the opportunity to continue at Hamilton is a privilege which a student must earn by academic achievement. A student separated from the College for academic deficiency (see below) is not in good academic standing. A student on academic probation (see below) is ineligible for any prize competition but remains eligible for financial aid.

Hamilton College reserves the right, at any time, to suspend for any period or to separate from the College any student whose academic performance or personal conduct on or off the College campus is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty, or administrative staff shall be subject to any liability whatsoever on account of such suspension or separation. A student who is separated or suspended from the College, or who withdraws, is required to cease residing on the campus within 48 hours, unless permission to remain longer is granted by the Dean of Students.

### Mid-term Warnings

At mid-term in the fall and the spring, instructors normally submit written reports for all students whose standing in a course is unsatisfactory (borderline or failing). Students and their advisors receive

copies of these mid-term warnings. A student who receives two or more such warnings in the same term must consult with the dean in charge of academic advising for his or her class.

### Class Status

The Registrar's Office determines class status by the number of courses a student has completed satisfactorily: freshman (1 through 7 units), sophomore (8 through 16 units), junior (17 through 26 units), and senior (27 units and above).

### Separation from the College for Academic Deficiency

The Committee on Academic Standing is charged with administering these regulations in consultation with advisors and instructors.

At the end of each term, the Committee on Academic Standing examines the record of each student. Students who are judged to have performed significantly below their academic potential will be warned. Unless an exception is made for unusual circumstances, the Committee will normally *suspend* from the College students who have:

1. failed to pass at least half of the courses carried during the term;
2. accumulated failures in a total of five courses;
3. incurred a third probation.

A student who is suspended from the College for academic deficiency is notified in writing of the Committee's decision, the reasons for suspension, and the conditions under which he or she will be considered for readmission.

The Committee may *expel* a student from the College for reasons of academic deficiency. Expulsion means that the student may not be readmitted and will have no further opportunity to qualify for a Hamilton degree. A senior who has failed to maintain a cumulative average of 72 in all courses taken at Hamilton as part of the concentration will be expelled. In addition, a student suspended from the College for academic deficiency who is readmitted and who again warrants separation on the basis of academic record will normally be expelled from the College.

### Academic Probation

The Committee on Academic Standing will place on academic probation for the succeeding term of attendance a student whose sub-standard achievement is reflected in the term's final grades in at least one of the following ways:

1. failure in two courses in the term;
2. failure to earn grades of C− or higher in at least two courses;

3. failure of a junior or senior to maintain a cumulative average of 72 or higher in those grades earned since junior status;
4. failure in any course by a student on probation.

A student who is on academic probation is ineligible for any prize competition. The Committee on Academic Standing may prevent or limit such a student's participation in intercollegiate athletics and other extracurricular activities, including the holding of offices in chartered undergraduate organizations. A student readmitted to the College after being suspended for academic deficiency will be placed on academic probation for one term.

If the achievement of a senior is sub-standard during the final term at Hamilton, the senior's degree may be withheld upon the recommendation of the Committee on Academic Standing.

### Permanent Record

A student who is suspended or expelled from the College as a consequence of an action taken by the Committee on Academic Standing (academic failure), the Judiciary Board and the Advisory Committee on Student Affairs (social infractions), or the Honor Court and the Academic Council (academic fraud) shall have recorded on his or her permanent transcript a note explaining the reason or reasons for the suspension or expulsion as follows: "separated from the College on (date) _____ for the reason of _____."

## Transfer of Credit to Hamilton for Study Away

With faculty approval, qualified students may spend one to three terms of study in an approved program overseas or at another American institution or may receive credit for part-time study while on personal leave or during summers. The College tries to be responsive to the needs of students seeking diverse educational settings or courses not offered at Hamilton. At the same time, transfer credit can have a significant effect on the meaning and value of the Hamilton degree. The College considers transfer credit a privilege, rather than a right, and evaluates carefully the merits of all transfer credit petitions.

The conditions for transfer credit are as follows:

1. Students planning study away from Hamilton must register their intentions with the Dean's Office by March 1 for the following fall term or by November 1 for the spring term. They should complete the transfer credit petition and receive the approval of their advisor and the appropriate chairpersons well before they leave campus. Students who change their programs after leaving campus may seek approval of substitute courses upon their return,

but should discuss substitutions in their programs with a dean by mail or telephone.

2. Courses must be taken at an accredited institution and must be considered by Hamilton to be in the liberal arts. Students are encouraged to study at four-year institutions, and upperclass students must receive special permission to transfer courses from two-year institutions.
3. Each course must be approved by the chairperson of the Hamilton department or program that would offer the course at the College. To obtain approval, students must provide a copy of the Catalogue description of each course. If a course is not clearly within the purview of a Hamilton department or program, the Committee on Academic Standing will determine its acceptability. The appropriate chairperson should indicate if a course will apply toward a student's concentration or minor.
4. Grades must be the equivalent of C− or higher or must follow the rules for pass/fail as stated in the Hamilton Catalogue.
5. A maximum of 17 units taken elsewhere may apply toward a Hamilton degree. **No more than two course credits will be granted for study during a summer.**
6. Seniors must take their final term at Hamilton College. Matriculated students may spend no more than three terms studying away from Hamilton.
7. All students planning to study abroad must first discuss their plans with the responsible dean, by March 1 for the following fall term, or by November 1 for the spring term. Only students with a cumulative average or 82 or better will receive an approved leave of absence for foreign study.
8. The Committee on Academic Standing grants final approval of all transfer credit petitions and will consider requests for exceptions to the above conditions.

Upon returning to Hamilton, the student must have an official transcript sent to the Office of the Registrar documenting completion of the approved program. Courses taken on a pass/fail basis will count toward the maximum number of pass/fail elections allowed Hamilton students.

Transfer credit, including summer school and advanced placement credit, is counted toward the courses required for a degree. Such credit is entered on the transcript with the grade assigned by the awarding institution; the grade, however, is not included in the student's average and, therefore, does not affect class rank, which is determined solely on the basis of grades awarded for courses taken in Hamilton programs.

Transfer credit may not be used to satisfy the baccalaureate requirement that half of the courses taken at Hamilton have grades of C− or higher.

Foreign students who enter Hamilton as freshmen and desire transfer credit for work done at a foreign college or university should consult with the Office of the Dean of Students during their first year.

## Transfer Students

Transcripts of college work to date will be reviewed by the Office of the Registrar, in consultation with the Committee on Academic Standing, to determine the course units that will be accepted toward graduation credit. (See the preceding section for the criteria used.) Transfer students must complete at least half of their undergraduate program (18 courses) at Hamilton to receive a Hamilton degree.

When the transcript has been received, the Registrar will send the transfer student a statement of accepted courses and will enter the courses and grades on the student's Hamilton record.

All transfer students must take the proficiency examinations in English composition and speech. They must consult with the Physical Education Department regarding completion of the physical education requirement and with the Library concerning the short course on library instruction. If awarded junior standing, a transfer student must declare a concentration upon matriculation. Courses taken elsewhere may be counted toward the concentration if approved by the appropriate department.

## Acceleration

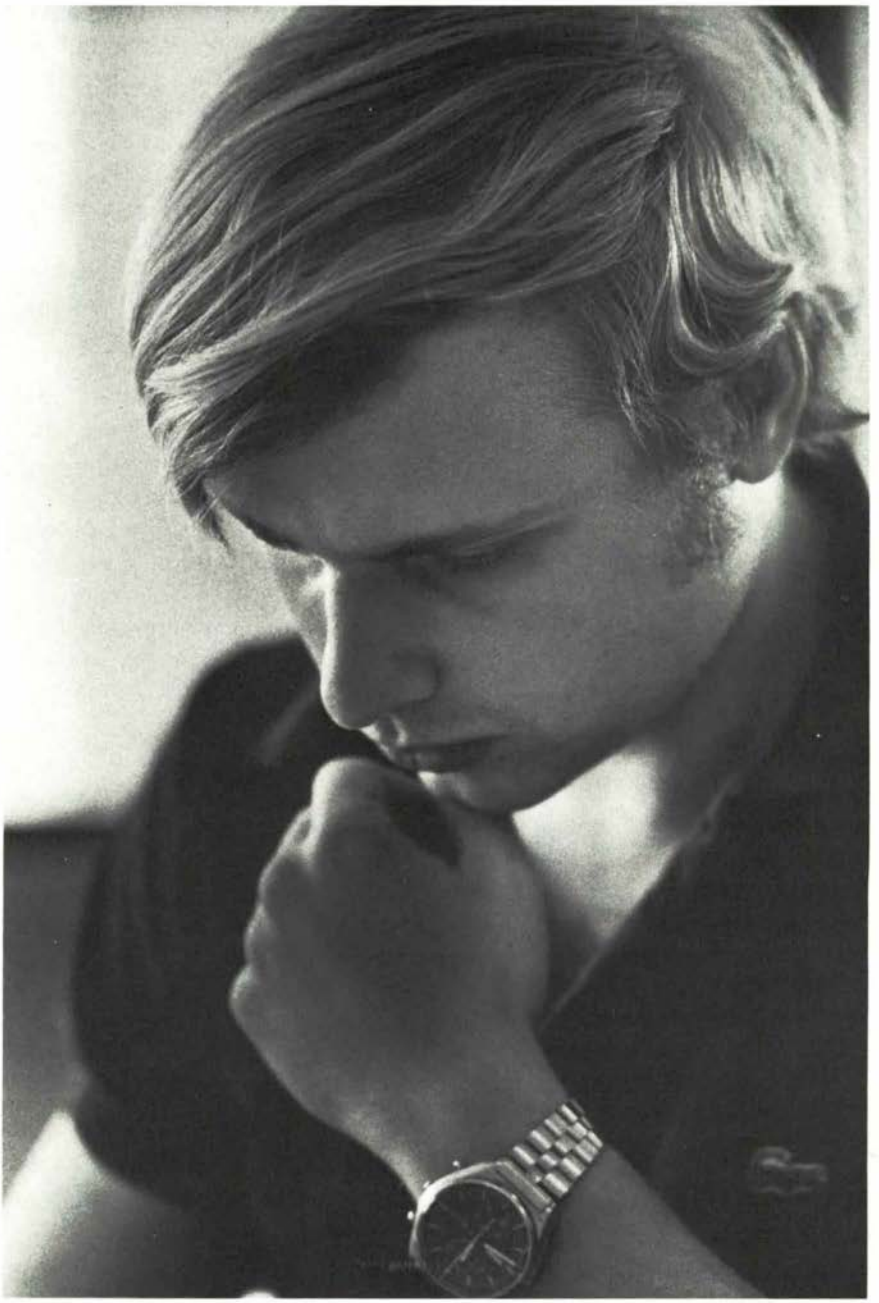
Acceleration permits students to graduate one full year ahead of the normal date of graduation. Students wishing to accelerate must apply to the Committee on Academic Standing for permission to do so no later than the end of the first term of the sophomore year. The Committee will consider both the advisability of acceleration and the means of achieving it. Approval will be granted only to those students whose academic ability and personal maturity are judged adequate.

## Leaves of Absence and Withdrawals

A student may withdraw from the College for an academic, personal, or medical leave of absence. Such students should consult with their advisors and the appropriate dean prior to withdrawal.

### Leaves of Absence

Leaves of absence may be for a specified period of time (usually one or two semesters) or for an indefinite period. Students on leave for a



specified period are expected to return to Hamilton at the conclusion of the approved leave. They will be informed of preregistration and housing options at the appropriate time in the term preceding their return, and are responsible for meeting the same deadlines as currently enrolled students. Students on indefinite leave must inform the College of their intention to return at least 90 days in advance; permission to return is guaranteed, but the College reserves the right to postpone the date of return depending on space considerations. Students who fail to preregister or who leave Hamilton without formally declaring a leave will be withdrawn and must reapply. Students may cancel leaves at any time up to 90 days before the start of the term. When they cancel their leave, they must pay the continuation fee and then may exercise their on-campus options, depending on the schedule.

### Academic Leave of Absence

Students intending to pursue an academic program at another institution, either at another American college or in a program abroad, must declare an Academic Leave when they apply to the other institution either by *March 1* for the following fall term or by *November 1* for the spring term, whichever is earlier. Students with a declared leave are not required to pay the continuation fee, do not preregister, and do not participate in the housing or meal-plan lotteries. The continuation fee is refundable until May 1; after that date it is forfeited.

### Personal Leave of Absence

Students may declare a leave for personal or financial reasons. The rules and deadlines for academic leaves apply.

### Medical Leave of Absence

Upon consultation with the Director of the Health Center, the Dean of Students may approve a medical leave of absence. Deadlines and financial penalties may be waived in cases of medical emergencies. Students may return from medical leave upon application to the Dean of Students and submission to the Director of the Health Center of medical testimony that the condition necessitating the leave has been resolved.

### Special Circumstances

Occasionally students may have to arrange a leave of absence after the March 1 or November 1 deadlines for reasons beyond their control. These students should apply to the Dean of Students, who may allow financial and other regulations to be waived.

### Suspension and Withdrawal

Students may be suspended from Hamilton for academic or disciplinary reasons or may be withdrawn if they fail to register without having declared a Leave of Absence. Such students must apply to the Dean of Students for readmission at least 90 days in advance of the desired date of return. Hamilton reserves the right to defer readmission if space is not available or if the conditions specified at the time of suspension have not been met. Readmitted students normally do not preregister or take part in the housing lottery; they must apply to the Assistant Dean of Students for housing and will be accommodated if space is available.

## Continuation at Hamilton

### Continuation Fee

A continuation fee of $300, deductible from the fall tuition bill, is required of all students who intend to continue at Hamilton. This fee is due by *April 1* of each year. It may be refunded up to May 1; after that date it is forfeited.

### Preregistration

Preregistration is held in mid-November for the winter and spring terms and in mid-April for the following fall term. In order to preregister for the fall term, students must have paid the continuation fee. Students who have not preregistered will be withdrawn from the College (see "Leaves of Absence and Withdrawals" above).

### Housing and Meal-Plan Lotteries

The housing lottery is held in late April. In order to participate in the lottery, students must have paid the continuation fee and must have preregistered. Students who wish to live off campus must participate in the off-campus lottery. Students who do not participate in the housing lottery may be required to live on campus and will be accommodated during the summer as space is available. The meal-plan lottery takes place the week after the housing lottery. Students who have permission to live off campus may be exempted from the College meal plan if they wish. Others who wish to be released from the meal plan or to have less than a full contract must participate in the lottery. All students who do not participate in the meal-plan lottery will be expected to carry a full meal contract.

## Student Records

College regulations defining access to student records under the provisions of the Family Educational Rights and Privacy Act ("Buckley Law") are described in the Appendix.

# Honors

The College recognizes academic achievement with a variety of honors. Specific awards, fellowships, scholarships, and prizes are described in the Appendix of the Catalogue. A list of those awards presented in 1983-84, along with their recipients, follows the descriptions.

## Commencement Honors

Those students who complete the entire college course with a standing in the first five percent of the graduating class will earn general honors and receive the baccalaureate degree *summa cum laude*; those in the next ten percent, *magna cum laude*; and those in the next ten percent, *cum laude*.

The two students who attain the first and second highest standings for the college course shall be given, respectively, valedictory and salutatory honors. To be eligible for valedictory or salutatory honor, a student must have studied at Hamilton College for at least three years.

## Departmental Honors

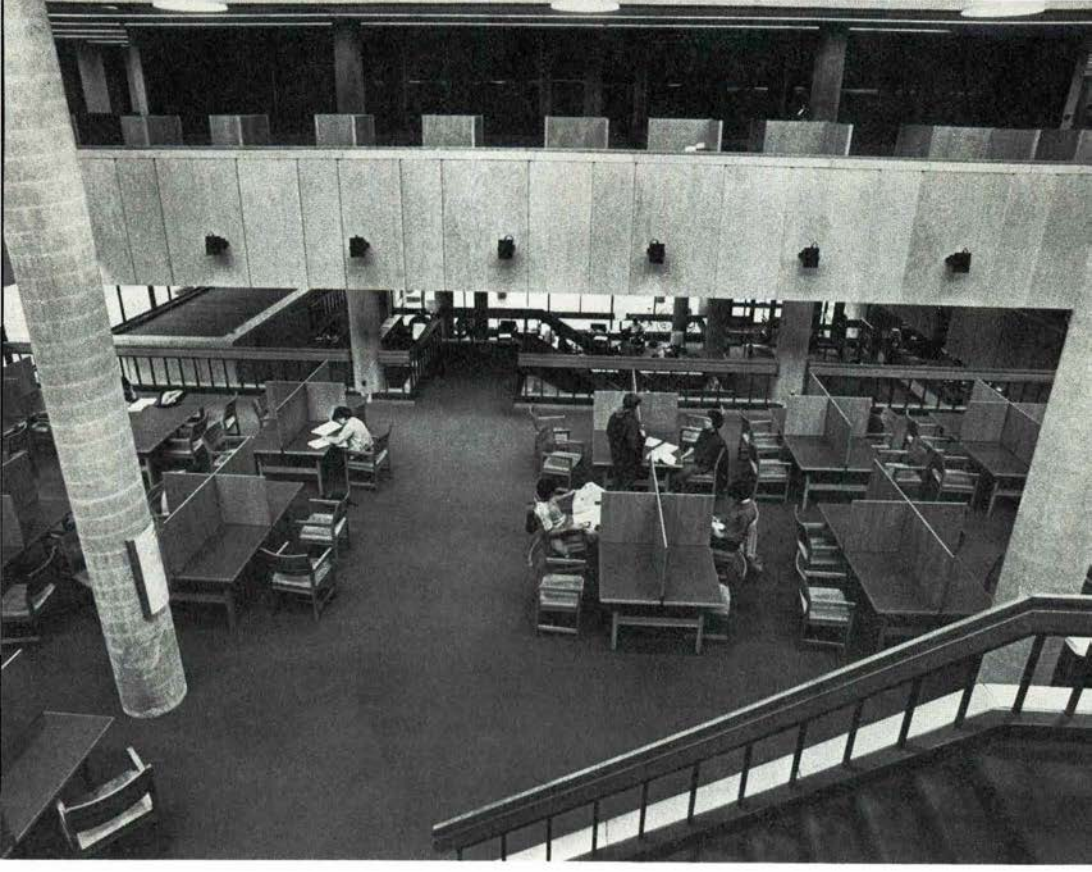
Honors in the concentration are awarded by vote of the Faculty in the area of concentration to those seniors who have completed courses which satisfy the concentration with an average of not less than 88 and who have also met with distinction the additional criteria established for honors in the concentration. These criteria are listed in the departmental entries which appear in the section on Courses of Instruction.

## Dean's List

The College also recognizes academic achievement at the conclusion of the fall and spring terms. At these times, the Dean of the College makes public the names of those students in each class whose academic averages for the term were 90 or above.

## Phi Beta Kappa

The Hamilton College Chapter of Phi Beta Kappa, known as the Epsilon Chapter of New York, was established in 1870. Students are elected to membership primarily for intellectual distinction. In the fall, the chapter may choose not more than ten seniors having especially distinguished records during their first three years. Other seniors are elected in the spring and at Commencement time. Transfer students may be elected on the basis of two years' grades in Hamilton courses. Except by unanimous consent of the chapter, not more than one-tenth of the class may be chosen. In examining the academic records of candidates for election, the chapter takes into consideration their fulfillment of the academic purposes and goals of the College.



## The Society of Sigma Xi

The Hamilton College Chapter of the Society of Sigma Xi, the national honor society in science, was installed in 1965. The Society's purpose is to encourage original investigation in science, both pure and applied. Students who show marked aptitude for research are eligible for election to associate membership. Nominations are usually based on the student's performance in the Hamilton Independent Study program.

## Phi Sigma Iota

Iota Nu, the Hamilton chapter of Phi Sigma Iota, was installed in 1977. This national honor society encourages scholarship and recognizes achievement in foreign and classical languages and literatures.

## Psi Chi

The Hamilton Chapter of Psi Chi, the national honor society in psychology, was established in 1977. The purpose of the society is to advance the science of psychology and to encourage, stimulate, and maintain members' scholarship in all fields, particularly psychology.

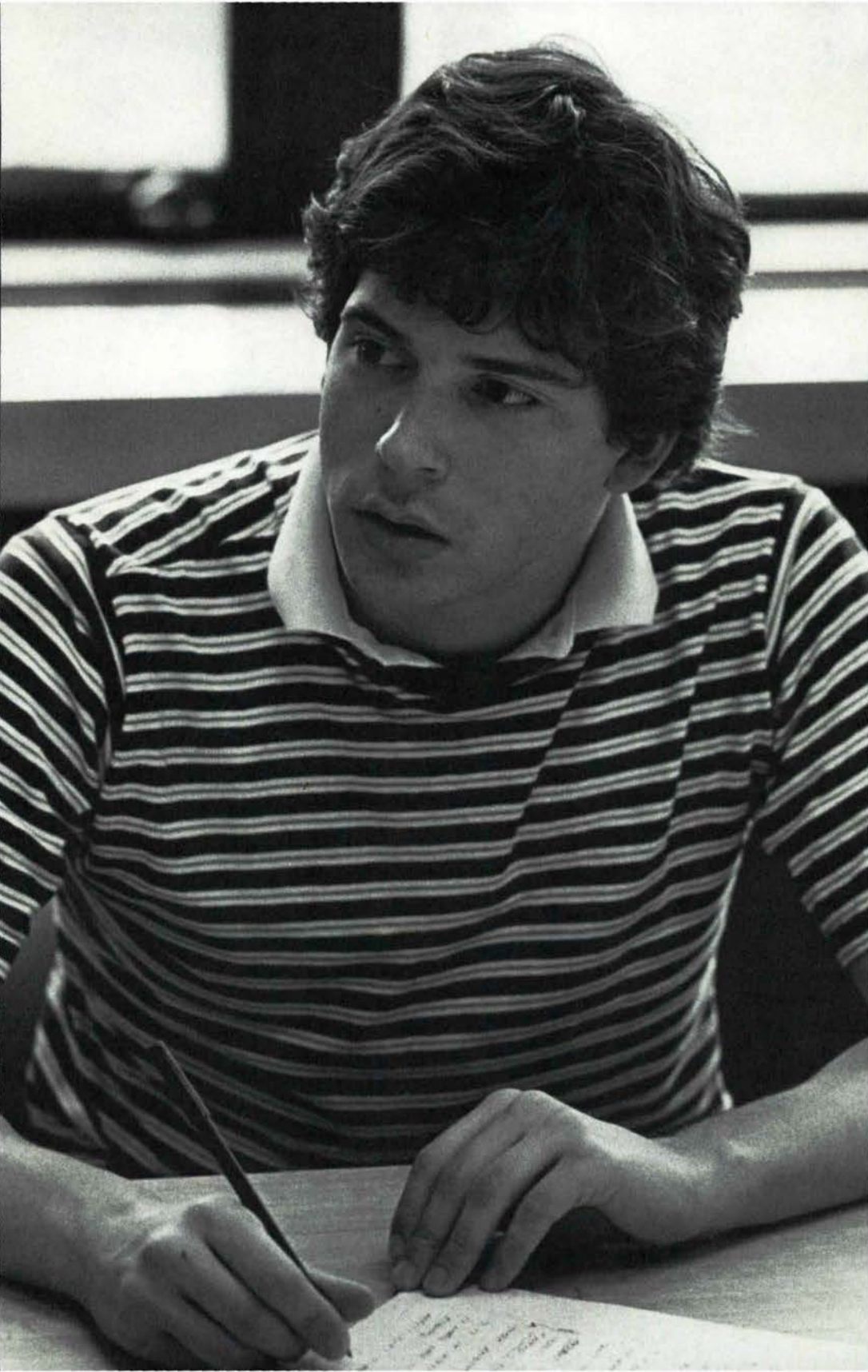
## Fellowships, Prizes, and Prize Scholarships

In addition to the honors listed in this section, the College awards fellowships, prizes, and prize scholarships in recognition of academic and other kinds of achievement.

Fellowships are awarded to graduating seniors to permit them to continue their education.

Most prizes are given for academic achievement in a particular discipline, either in general course work, or in an essay or other exercise. A few prizes recognize personal character or service to the College community.

Prize scholarships are competitive and are awarded to students in recognition of outstanding achievement. A number of endowed scholarship funds, established by alumni and friends of the College, support them.



# Post-graduate Planning

Just as Hamilton provides academic advisors to its students during their undergraduate years, so it endeavors to assist its students in their plans for post-graduate study and employment. The staff of the Career Center regularly advises students on post-graduate planning. Occasionally, the members of the Office of the Dean of Students, especially the dean in charge of advising juniors and seniors, will offer advice to students interested in continuing their education after leaving Hamilton. Many individual faculty members are available for consultation concerning study or careers in their particular fields of interest.

In recent years, approximately 30% of the men and 20% of the women have entered graduate or professional schools directly after college. Since many Hamilton students undertake post-graduate study, proper education for such work is an important aim of the curriculum. About 60% of recent seniors elected to take jobs after graduation. As they begin to plan for their post-graduate years, all undergraduates are encouraged to use the resources and counsel available at Hamilton.

## Career Center

The Career Center, located in the Kirner-Johnson Building, offers a number of workshops and services to assist students in exploring career options, preparing for job searches, and planning for graduate and professional schools. Students are strongly urged to visit the Center in their first or second year at Hamilton. The office maintains an extensive library of reference books and catalogues concerning graduate study in the United States and abroad, as well as information on internships, volunteer programs, summer employment, and off-campus academic programs. The Center also aids students in finding part-time employment during the Academic year. Finally, the Center acts as a clearinghouse for students who wish to establish a permanent file of credentials.

In addition to arranging career seminars and campus visits by employers and representatives of graduate and professional schools, the Career Center also coordinates a program of vocational advice and assistance from alumni. Approximately 50 alumni return to campus each fall for an annual Careers Conference open to all students. Alumni also advise students on job opportunities, and students will often visit alumni at their places of employment during school vacations. Alumni-sponsored January internships in over 30 different fields provide invaluable on-the-job experience for students involved in the program. Alumni are an integral part of the career advising process at Hamilton.

## Graduate Study in Arts and Sciences

Students contemplating graduate study should consult as early as possible with the chair of the department in which they plan to concentrate. Knowledge of requirements for the primary field of interest and of appropriate related courses is essential to planning a solid program. For example, students considering a career in chemistry need to know what courses will enable them to qualify for a certificate issued by the American Chemical Society as well as the courses most helpful toward graduate work in chemistry. A student considering geology as a concentration should be aware that the other natural sciences are useful both to the potential concentrator and to the future geologist. A solid grounding in mathematics, including analytical geometry and elementary calculus, is particularly important to the scientist, the economist, and very frequently to the social scientist.

Any student planning on graduate work should be aware that many programs require a reading knowledge of at least one foreign language for the master's degree and often two for the doctorate. A student should consider whether French, German, Greek, Latin, Russian, Spanish, or a non-western language will be helpful.

A student contemplating graduate work should consult the catalogues of major universities for the requirements. (A broad selection may be found in the Career Center.) The knowledge so gained will permit useful planning in consultation with the appropriate departmental chair.

## Health Professions

Virtually all accredited medical and dental schools require one year of English, one year of biology, two years of chemistry, and one year of physics. Further requirements and recommendations are extremely varied. Those for schools of Veterinary Medicine are generally more rigid, those for Nursing and the Allied Health Professions often more flexible. Students interested in any of these careers are invited to consult with the Health Professions Advisory Committee as they plan a course of study to meet requirements for admission to the schools of their choice. (See also "Early Assurance Program in Medicine.")

## Law

In recent years, many Hamilton students have entered law school immediately upon graduation. While law schools do not prescribe any particular courses or program of study as part of a formal pre-law curriculum, they seek graduates who demonstrate analytical reasoning powers, skill in oral and written forms of expression, and the ability to

comprehend and organize large amounts of factual data. Students interested in entering law school are advised and assisted by a Pre-Law Committee composed of faculty members and the Director of the Career Center.

## Teaching

Hamilton is proud of the number and quality of its graduates who are school administrators and teachers. Students interested in a career in primary and secondary school teaching should plan their course of study so as to prepare themselves for entrance into a post-baccalaureate MAT program. The dean in charge of advising juniors and seniors and the Career Center can be of assistance to such students.

## Business and Government Service

For many careers and professions, no prescribed program is necessary. The best preparation for business or government service is probably well-developed skills in reading, speaking, and writing; a wide choice of courses, including economics and/or mathematics; and concentration in the area which the student finds most interesting. Students who intend to enter a graduate school of management or business administration are strongly advised to take mathematics at least through the calculus.

## Engineering

Students interested in engineering as a career may pursue this interest at Hamilton in a number of different ways. Among others the cooperative engineering program described above (under "Academic Program") leads to the B.S. or M.S. degree in engineering in either a 3-2 or 4-2 plan. Other arrangements may also be made. In order to keep this career option open it is necessary to take courses in physics, mathematics, and chemistry. The usual pattern is one course in science and one in mathematics for each of the first five or six semesters. For details consult the Engineering Advisor (Professor J.W. Ring) in the Department of Physics.

MILTON

# Admission

As a liberal arts institution, Hamilton encourages applications from young men and women of diverse talents and intellectual promise. Prospective students are selected not only on the basis of their performance in high school and their ability to profit from Hamilton's various programs, but also on the basis of their capacity to enrich college life in some fashion—be it scholastic or extracurricular.

The Board of Admission, composed of members of the faculty and administration, reviews each application individually and reaches a decision by consensus. Since the number of qualified candidates far exceeds the number of openings available each year, admission to Hamilton is highly competitive. In choosing between clearly qualified candidates, the Board will give some preference to sons and daughters of alumni, as well as to applicants from geographic regions not already well represented in the College. The Board also seeks to identify talented students from minority groups or from backgrounds unfavorable to the development of academic potential.

## Requirements for Admission

Because Hamilton's academic program is rigorous, applicants for admission must demonstrate highly developed learning skills. The candidate should, therefore, complete a formal secondary school program of at least 16 units, including such preparatory subjects as English, mathematics, foreign language (ancient or modern), science, and social studies. Although the distribution of these subjects may vary, a minimum of four years of English, three years of mathematics, two years of science, and three years of *one* foreign language is desirable. Nonetheless, since the prime criterion for admission remains the candidate's ability and desire to perform at intellectually demanding levels, Hamilton will consider applications from highly recommended individuals whose preparation does not conform to these guidelines.

Some courses of study at the collegiate level may require a student to have placed special emphasis on certain subjects while in secondary school. For example, candidates who intend to pursue a foreign language at Hamilton are urged to study it during their senior year of secondary school. Similarly, prospective students planning to enter the Cooperative Engineering Program are advised to concentrate on mathematics and the physical sciences during high school. In all instances, applicants are expected to design a challenging academic program for their senior year, during which time they should enroll in at least four college preparatory courses.

The deadline for submitting applications is January 15.

An application consists of the following pieces of information: the application form itself, a secondary school report, a mid-year school report, a teacher reference form, and a special talent form (optional). In addition, applicants must write an essay and submit a sample of expository prose written for an English or history course. Candidates must also submit results from either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the ACT Assessment of the American College Testing Program. Applicants are encouraged (but not required) to take the Achievement Tests of the College Entrance Examination Board and to submit the results of any three of these tests. All testing must be completed by February 1 of the calendar year in which the applicant wishes to enroll.

Because the Board of Admission wants to know as much as possible about each applicant, a personal interview on campus is strongly recommended. Interviews may be scheduled between May 1 of the junior year and February 15 of the senior year. The candidate should write or telephone the Admission Office (315-859-4421) to request a specific date for an appointment. Because interview slots are limited and are often booked months in advance, students are urged to arrange an appointment well ahead of their intended visit. The Admission Office schedules interviews Monday through Friday from 9:00 a.m. to 4:00 p.m. The office is also open on most Saturdays from 9:00 to 11:30 a.m. from September through February 15, but candidates are encouraged to visit the campus on a weekday if possible. For those unable to visit the College or schedule an interview during their visit, an off-campus interview with an alumnus or alumna of the College may be arranged. An off-campus interview should be requested in writing as early as possible during the senior year but only after the application has been filed. Alumni interviews cannot be scheduled after February 1.

A campus visit should involve more than just an interview. Applicants are also encouraged to take a tour of the campus, visit classes, talk with faculty and students, and eat in one of the dining halls. Overnight accommodations are available with student hosts or in the Bristol Campus Center. In either case, the Admission Office recommends that students make reservations ahead of time and will be glad to assist them with any arrangements.

## Early Decision

Candidates who have investigated colleges carefully and have decided that Hamilton is their first choice are encouraged to apply under the

Early Decision program. Under this program, applications completed on or before December 1 will be reviewed at that time, and those candidates will receive decisions on their applications by December 15. Candidates who complete their applications after December 1 will be notified within two weeks of the receipt of their final materials. Early Decision applications may not be filed after January 15, and Early Admission candidates (see below) may not apply under this program. Applicants who have filed regular applications and who subsequently decide that Hamilton is their first choice may request consideration under the Early Decision program any time prior to January 15.

Early Decision applicants must withdraw all other college applications and may file no additional ones if they are accepted at Hamilton, so students should only apply if they are certain that Hamilton is their first choice. Applicants who are not accepted under Early Decision are usually deferred, and their applications are reviewed again under the regular admission process. A final decision will be mailed in mid-April to these students. If an Early Decision applicant applies for financial aid and is admitted, a financial aid decision will be mailed at the same time.

## Early and Deferred Admission

Candidates able to satisfy high school graduation requirements by the end of their junior year and who wish to matriculate at Hamilton the following fall will receive the same consideration as any other applicant. Excellent students who have exhausted their high school course offerings before the senior year but who will not satisfy graduation requirements may also be considered for early admission.

Candidates who have been accepted for admission and are fully committed to Hamilton, yet who prefer to postpone entrance for one year, may request deferred admission. A place will be reserved for them upon receipt of the required registration deposit of $200. Candidates requesting deferred admission should understand that they are expected to attend Hamilton and may not apply to other colleges during their year off.

## Admission with Advanced Placement

Entering freshmen who score satisfactorily on the Advanced Placement tests given by the College Entrance Examination Board may be awarded, with the approval of the appropriate department and the Committee on Academic Standing, advanced placement and/or credit. Information on these tests can be obtained from the College Entrance Examination Board. In addition, entering students previously enrolled in early

admission, enrichment, or similar college-level programs offered by two- or four-year colleges may, with the approval of the appropriate department and the Committee on Academic Standing, be granted advanced placement, course credit, or both. Such credit, however, is granted only for course work taken on college campuses with regular college faculty.

## Common Application

Hamilton, together with many other colleges, accepts the Common Application Form available in many secondary schools. Students who submit the Common Application are at no disadvantage in the selection process. Like all other applicants, students who submit the Common Application Form are also asked to supply a sample of their expository writing and are strongly encouraged to visit the campus for a personal interview.

## Higher Education Opportunity Program

Hamilton participates in the New York State-sponsored Higher Education Opportunity Program (HEOP), designed to provide a wide range of services to qualified applicants who, because of educational and economic circumstances, would otherwise be unable to attend college. These services include a summer session in preparation for matriculation at the College, counseling, and tutoring. Hamilton College financial aid funds are available to students admitted under HEOP. For further information, applicants should contact the Director, Higher Education Opportunity Program, Hamilton College.

## Transfer from Other Colleges

The College is interested in any well-qualified, highly motivated student who wishes to transfer to Hamilton from another institution. Because of the College's graduation and residency requirements, no transfer student can be admitted as a member of the senior class.

Transfer candidates must submit official records of all collegiate work accompanied by two letters of recommendation, one of which must be from the Dean of Students at the institution most recently attended. The deadline for fall transfer applications is March 1; admission decisions are mailed by mid-May. The deadline for spring transfer applications is December 1; admission decisions are mailed by January 1. Special consideration is given to graduates of junior or community colleges. Financial aid is available to accepted transfer students who demonstrate need.

## Foreign Students

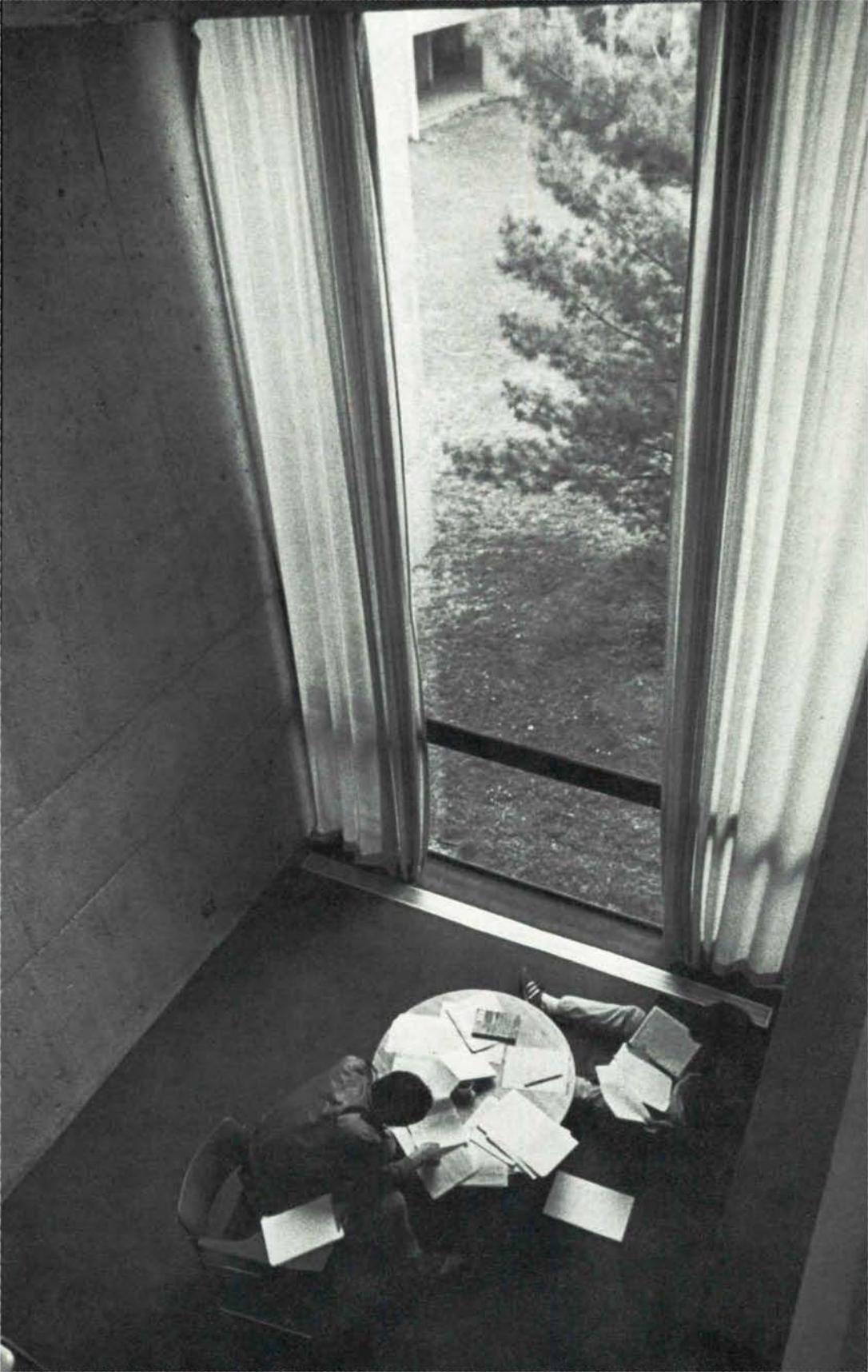
Applications from superior students from other countries are encouraged. Normally, foreign students are asked to complete a preliminary application to establish that they are qualified for admission. Foreign students should submit the results of the Test of English as a Foreign Language (TOEFL) in addition to the materials mentioned above if their language of instruction has not been English. A limited amount of financial aid is available to foreign students demonstrating need.

## Hamilton Horizons Program

Convinced that education is a continuing process, Hamilton invites qualified men and women who have been away from formal collegiate education for two years or more to return via the Hamilton Horizons Program. Interested candidates are asked to meet with the Director of the program at the Admission Office.

Applicants are initially accepted as either full- or part-time students in the program, which of itself offers no degree. Each student has the option of applying to the College as a candidate for the baccalaureate degree. Hamilton Horizons students may take courses for credit or audit them without formal matriculation.

The Hamilton Horizons Program provides older students with the same educational opportunities offered its regular undergraduates. The program offers no distinct courses for adults, no evening or special weekend courses, and no adjunct faculty. Instead, Hamilton's facilities are shared by all.



# Tuition and Fees

A college education of the kind offered by Hamilton is necessarily expensive—so expensive that tuition represents but one-half the actual cost of a student's education. For the remainder, the College relies upon its endowment and the various gifts and grants made by alumni, friends, and foundations. Yet, even though the individual expense is thus substantially reduced, nearly 45% of all students at Hamilton still need some form of financial aid. If deemed eligible, they can benefit from scholarship funds, employment opportunities, and loans established to defray further the high cost of education. For detailed information, refer to the Financial Aid section of this Catalogue.

Charges for a year at Hamilton, including tuition and fees, room, and board, total $12,350. Beyond this, a student will need an additional $250 to cover the cost of books and supplies, plus approximately $500 for personal expenses. The actual amount required will depend in part upon the distance between home and the College.

## College Fees

### Application Fee

A non-refundable fee of $30 must accompany each application for admission.

### Registration Deposit

A non-refundable deposit of $200 is required from each candidate offered admission. This sum, due by May 1, will be applied toward the first bill of the academic year.

### Guarantee Deposit

An initial guarantee deposit of $100 is required from each regularly enrolled student upon entering the College. This deposit will be held to ensure final payment of minor bills. Any balance will be returned after the student leaves the College.

### Tuition and Other Charges for 1984-85

| | | |
|---|---|---|
| Tuition and Fees | per year | $9,300 |
| Room (in College residence halls) | per year | 1,500 |
| Board (in College dining halls) | per year | 1,550 |

The charge for tuition and fees listed above does not apply to the occasional special student permitted by the Faculty to carry fewer than the three courses required for a full-time program. Partial tuition for such students is determined solely by course load, at a rate of $1000 per course.

### Overelection Fee

Four years' tuition entitles the student to 37 courses—two more than are required for graduation—taken at anytime during the undergraduate program. Students who enroll in more than the allotted 37 courses (exclusive of Music 121-122, 131-132, 141-142, 221-222, 231-232, 271-272, and 331-332) pay an overelection fee of $1,000 per additional course.

### Room and Board

The charges listed above apply only to those students who live in College residence halls and eat their meals in College dining halls.

The College asks that all unmarried students not residing at home live in a College residence hall; exceptions to this policy may be granted by the Assistant Dean of Students. College rooms are furnished with a bed and mattress, desk, chair, and dresser for each occupant. Any student who is allowed to move from his or her residence hall to off-campus housing before the second week in the term has ended will receive a rebate. Because of residence hall financing commitments, however, students who move after this time will not be so entitled.

A limited number of students are permitted each year to choose an alternative meal plan (i.e., a plan offering fewer than 19 meals per week) or to provide their own board. Those permitted an alternative meal plan will receive a partial rebate on their board bill. Those permitted to provide their own board will be assessed a service charge of $50 each term for this privilege to cover the College's cost of maintaining cooking facilities in the residence halls. Students who will be off-campus during the month of January for winter term may apply at the Business Office at the end of winter term for a board rebate (approximately $50).

### Continuation Fee

A continuation fee of $300, deductible from the fall tuition bill, is required of all students who intend to return to Hamilton for the coming academic year. This fee will be charged to the student's account in March, to be paid on or before April 1. Students may not preregister or participate in the housing lottery until the fee is paid. It is non-refundable after May 1.

### Medical Service

Services include professional care, medicines, treatments, and X-rays at the College Health Center. Such services are free, except medications and diagnostic tests that exceed $3 during the course of routine prescribed treatment. Board for in-patients not on the College meal plan is charged at the regular College rate.

### Group Accident Insurance

Accident insurance is extended without separate charge to all regularly enrolled students.

Coverage under both the Basic and the Major Medical Plans runs for nine months, from September through May, and affords protection against all accidents, whether sustained at the College or elsewhere. Treatment must commence within 180 days of the accident. All bills for charges accumulated during a given treatment must be presented to the College within two years of the incident.

The Basic Plan will furnish up to $500 for any medical or surgical treatment, including hospitalization; for the services of trained nurses; and for other medical expenses that may be required as the result of an accident. However, when hospitalization is required, the Basic Plan provides for a *coordination of benefits* with any other insurance plan under which the student is covered. Excluded are the costs of eyeglasses, hearing aids, and examinations for the prescription and/or fitting thereof.

For treatment of any injury *not* sustained during approved athletic events, the student will provide the first $50. Thereafter, the Basic Plan will take effect as described above. Participants in varsity or approved intramural sports are not subject to this deductible clause.

In addition to the Basic Plan, the College maintains a Major Medical Plan, under which the insurance carrier will pay 80% of the expenses in excess of $500 and up to a maximum of $7,500 per accident.

Other than those provisions described above, the College assumes no responsibility for medical or health services to its students.

### Independent Coverage Fee

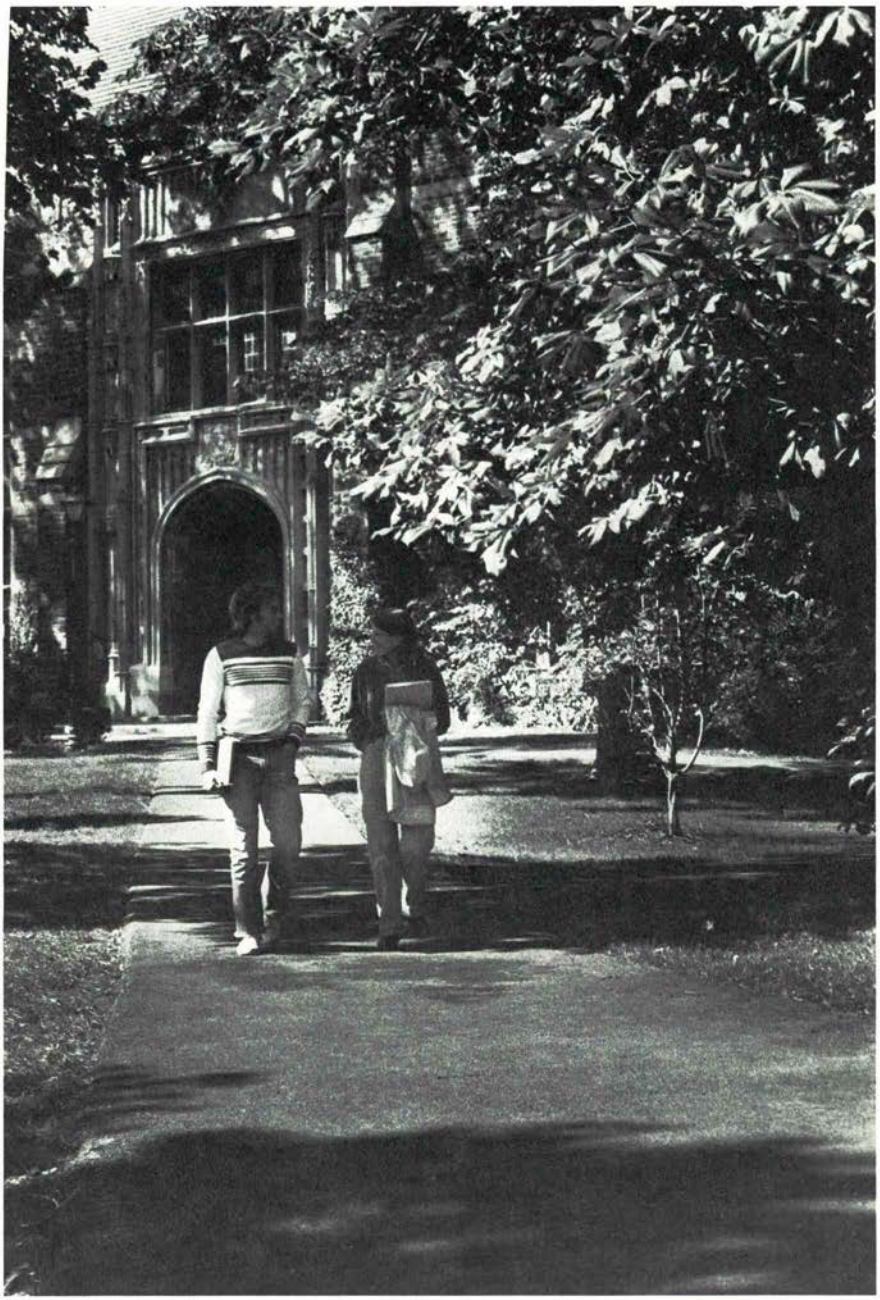
A fee of $400 is charged for an approved independent coverage of a course. (See "Independent Coverage of Course Work" under "Academic Regulations.")

### Music Fees

Private vocal and instrumental instruction is available during the fall and spring terms. The student may choose between two alternatives: ten weekly half-hour lessons for $110, or ten weekly hour lessons for $220. During the winter term, instruction is available at $11 per half-hour and $22 per hour. Students on scholarship are entitled to financial assistance and can obtain the necessary information from the Director of Financial Aid.

### Charges for Damage

The College attempts to minimize property damage by prorating among the student body the cost of any such damage for which the responsible



party cannot be identified. The cost of individual residence hall damage for which no responsible party can be found is prorated among the residents of each building. A bill for this prorated charge is sent to each student at the end of each semester.

### Payment of Bills

One half the annual charges is billed in July; the other half, in December. Both are mailed to the student's home address for payment on or before August 15 and January 15, respectively. During the academic year, all other bills are also mailed to the student's home address and are due by the last day of the month.

Numerous lending organizations and banks offer plans by which to finance tuition and fees. Such plans allow for payment periods of up to 72 months. The Office of Financial Aid has a list of such organizations.

Any student whose bill is not paid as provided herein may be prevented from registering or preregistering and excluded from classes. No student whose college bills are unpaid may receive a degree or honorable dismissal, have grades recorded, or obtain a transcript.

All refunds to a student withdrawing from the College are based on the date on which the student, parent, or guardian notified the Dean of the College of withdrawal. The College policy on the refund of payments to students who withdraw voluntarily, or due to illness, or who are dismissed during any semester is stated below. No other refunds are possible.

Tuition and fees are refunded as follows:

1. Withdrawal or dismissal during the first two weeks of the semester: 80%.
2. Withdrawal or dismissal during the first four weeks of the semester: 40%.
3. Withdrawal or dismissal during the first six weeks of the semester: 20%.
4. After six weeks: no refund.

Room charges will not be refunded if a student withdraws after the start of classes. Board charges will be refunded on a *pro rata* basis.

Students who feel that any fee or refund has been incorrectly computed may appeal to the College Controller.

HAMILTON
25
HAMILTON COLLEGE
WOMEN'S
ATHLETICS

# Financial Aid

For students unable to finance their education at Hamilton independently, the College furnishes grants, part-time employment, and long-term loans. Through such financial assistance, it adds depth to the student body and attracts individuals of diverse interests and backgrounds. Although any candidate for admission is eligible to apply for financial aid, awards are made solely on the basis of need.

Hamilton is a member of the College Scholarship Service of the College Entrance Examination Board. To assist the College in determining an applicant's need for financial aid, the Service uses the Financial Aid Form (FAF)—the only form that need be filed by an entering student. The FAF should be filed with the College Scholarship Service by February 15, 1985. If it is filed after that date, a photocopy should be sent directly to Hamilton's Director of Financial Aid at the time of filing. The FAF will ensure the candidate consideration for any Hamilton scholarship or federal awards administered by the College to which he or she might be entitled. This form may be obtained from a secondary school or from the College Scholarship Service, Princeton, NJ 08541, or Berkeley, CA 94701. For further information, candidates should write to the Director of Financial Aid, Hamilton College, Clinton, NY 13323. In lieu of the FAF, the College will also accept the Need Analysis Form or other services approved by the United States Office of Education, including the American College Testing and Financial Aid Service.

An application for financial aid cannot be considered until the candidate has also applied for admission to the College. The decision to admit an applicant is normally made without regard to the need for financial aid. Consequently, admission in no way guarantees the granting of such aid. Aid normally is awarded for an academic year and credited to College bills, but it may be adjusted at any time if circumstances warrant. Awards are reevaluated each year; therefore, in the spring of each year, students who wish to be considered for the renewal of an award must file an application with the Director of Financial Aid.

The amount of financial aid for which a candidate is eligible is established through consideration of income, assets, family size, the number of family members in college, medical expenses, and other circumstances which may affect a family's ability to contribute toward education costs.

## Types of Aid

A Hamilton student with financial need may benefit from one or several types of assistance: Hamilton scholarships, loans, or jobs; New York

State and federal scholarships, grants, and loans; and various non-college awards made directly to the individual by private organizations.

Over the years, the College has developed a strong and far-reaching program of scholarship aid. Hamilton scholarships are supported by endowed funds established through the generosity of alumni and friends, by annual grants, and by the College's operating budget.

### General Scholarships

Any Hamilton undergraduate is eligible to apply for a general scholarship. These scholarships are awarded on the basis of academic and personal promise as well as on the degree of financial need.

Grants of this sort are supported by the income from more than 70 endowed scholarship funds, from annual grants, and by the general funds of the College. Stipends range in amount from $100 to total expenses and are awarded on the basis of need. (See the Appendix for a partial list of General Scholarships.)

### Special Scholarships

To be eligible for these scholarships, a student must have already demonstrated financial need and must meet certain requirements or restrictions set by the donor or the College. For example, Hamilton maintains scholarships for students transferring or graduating from New York State community colleges, for residents of certain geographic areas, for foreign students, and for students with special talents in various fields.

Many scholarships are available to matriculating students; others are restricted on the basis of a student's class year. (For details, see listings in the Appendix.)

### Prize Scholarships

Prize scholarships are awarded to students who have completed at least one year at Hamilton and demonstrated some achievement while enrolled at the College (e.g., excellence in course work, or good character and campus citizenship).

Since the recipients of prize scholarships must usually be eligible for financial aid, most prize scholars will already be recipients of unfunded grants from the College. In bestowing a prize scholarship, Hamilton seeks to honor the recipient by substituting a named or designated scholarship for an unfunded grant.

### College Loans

The Theodore M. Pomeroy Loan Fund, established in 1916 for the purpose of assisting worthy students, is now valued at approximately

$25,000. Loans granted to seniors are repayable within three years of graduation (interest at 3% computed from the time the student leaves college), and by other students before returning to college the following fall with interest at 3% charged from the time the loan is made.

The Frank Burgess Memorial Fund was established in 1969 under the will of Frank Burgess of Utica. Income from the fund will be loaned to deserving students in need of financial assistance. According to the terms of the will, "Before any loan is granted to any student, said student shall agree to repay the loan so made to him and to begin to make payments on said loan within two (2) years after his graduation or on entering his life work and to complete repayment of said loan within five (5) years after graduation or on entering his life work, with interest at five percent (5%) per annum to commence at his graduation or on entering his life work."

The Elmer C. Sherman Loan Fund, effective in October, 1963, was established under the will of Ida M. Sherman in memory of her husband, a member of the Class of 1882. Loans are available to juniors and seniors who demonstrate need and have maintained high scholastic rank during their previous years at Hamilton. No interest is charged on these loans. The entire loan must be repaid within three years after graduation.

The Henry B. Sanson Loan Fund was established in 1978 by Henry B. Sanson of West Hartford, Connecticut, a member of the Class of 1940. Loans are available for students who demonstrate need. Preference is given to students from Connecticut, or those from other New England states if none from Connecticut qualify. Five percent interest is charged on the loans, and they are repayable within ten years of graduation.

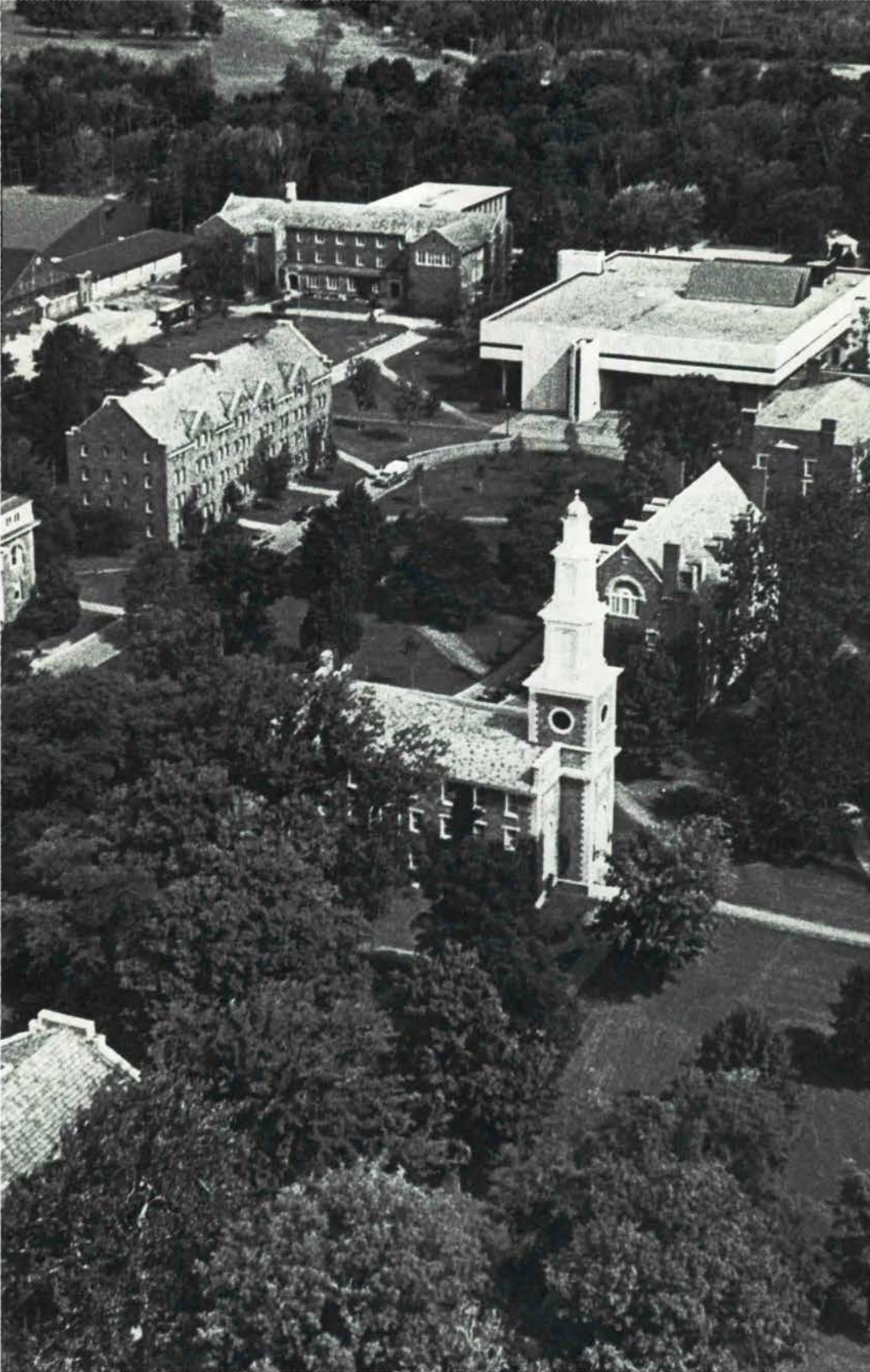
The Joseph Drown Loan Fund was established in 1983 in memory of Joseph Drown, a friend of the College. Loans are available to deserving students at an interest rate 2% below the federal Guaranteed Student Loan Program rate. No interest is incurred during in-school periods and repayment does not begin until after graduation. Candidates from the western part of the United States receive priority consideration.

### Student Employment

The Federal College Work-Study Program and Hamilton's Work-Scholarship Program provide student employment as part of the financial aid package. Other employment possibilities, chiefly odd jobs, exist on campus and in the local community.

### Federal and State Scholarships and Grants

A detailed listing of the federal and state financial aid programs available to Hamilton students can be found in the Appendix.



# Campus Buildings and Facilities

In all, Hamilton owns more than 1,500 acres of woodlands, open fields, and glens overlooking the Oriskany and Mohawk Valleys of Central New York. Included within the grounds are numerous hiking and cross-country ski trails and many unusual varieties of trees and plants. The Root Glen, gift of Mrs. Edward W. Root in 1971 and for many years beautifully tended under her devoted supervision, is remembered by all who have strolled its shale paths.

## The Afro-Latin Cultural Center

Founded in 1969, the Afro-Latin Cultural Center provides a focus for Black and Latin students, some of whom live there year-round. Open to and used by the entire community, the Center sponsors discussions, lectures, art exhibits, and similar educational, cultural, and social events.

## The Athletic Center

With the completion of the fieldhouse in 1978, the Athletic Center was created, providing Hamilton with some of the finest and most modern indoor sports facilities of any small college in the nation. The fieldhouse is connected with the Russell Sage Hockey Rink, one of the first indoor structures of its kind to be built on a college campus, and the Alumni Gymnasium, dedicated in 1940 and renovated in 1978 (see "Athletic Programs and Facilities").

## Azel Backus House

The only building still extant from the Hamilton-Oneida Academy, it was constructed as a boarding house for the Academy's students. In 1812 it became the home of Azel Backus, the first president of the College. Since 1958 the house has contained faculty and staff apartments and has also served as a meeting place for various campus and alumni groups. In 1984 it was renovated to include faculty dining rooms.

## Benedict Hall

The gift of Henry Harper Benedict, Class of 1869 and one of the pioneers in the manufacturing and marketing of the typewriter, the building houses faculty offices and classrooms.

## Bristol Campus Center

The William McLaren Bristol Campus Center is a four-story student activities building constructed in 1965 and named for the co-founder of Bristol-Myers Co., a member of the Class of 1882. Facilities include a snack bar, six bowling lanes, billiards, table tennis, a book store, a

laundromat, lounges, meeting rooms, offices for student organizations, and guest rooms. In addition, the building provides gallery space for several art exhibitions during the year.

## Buttrick Hall

Originally built in 1812 as the student dining hall, Buttrick is as old as the College itself. In 1834 it became the home of Horatio Buttrick, then Superintendent of Buildings and Grounds as well as Registrar. Through Oren Root's marriage to a daughter of Horatio Buttrick, the building became the birthplace of Elihu Root, U.S. Secretary of State and recipient of the Nobel Peace Prize. It has served as Hamilton's administrative headquarters for the past 50 years.

## The Chapel

Designed by architect Philip Hooker, the Chapel is thought to be the only remaining example of an early three-story church in America. Restored in 1949 as a World War II memorial, it is the most notable landmark on the Hill and the center of the religious life of the College. It is frequently used for public lectures, concerts, and college assemblies.

## Dining Halls

Hamilton has three dining halls: Soper Commons, the gift of Alexander Soper, Class of 1867, and his brothers Arthur and James; McEwen Dining Hall; and the Bundy Dining Hall in the Bundy residence quadrangle, named for Harlow E. Bundy, Class of 1877. Students may eat at any of the three.

## The Health Center

The Thomas Brown Rudd Health Center, named for the College's 13th president, was completed in 1959, and an addition was constructed in 1972. The building contains 12 beds, isolation room facilities, fully equipped examination and treatment rooms, and X-ray and laboratory facilities.

The Center is staffed by two physicians, a clinical psychologist, a counselor, and registered nurses. For health problems that require additional resources, referral to local consultants is employed.

## The Homestead

Originally an inn called Lee's Tavern and later home of the Root family for more than a century, The Homestead is one of the oldest buildings on the Hill. Known in the immediate past as the Root Art Center, it is

currently the home of the Music Department and contains faculty offices, music classrooms, and the record library.

## Christian A. Johnson Hall

Serving as the College library from 1914 to 1972, the building was the gift of an anonymous donor. When the College's benefactor was later identified as Mrs. Ellen Curtis James, the Library was named in her honor. Renovated and rededicated in 1982, it now houses a formal art exhibition hall and nearby workshop areas, language and speech laboratories, and the College audio-visual center. It also contains classrooms and faculty offices for the Critical Languages Program and the Departments of Classics, Germanic and Slavic Languages, Mathematics, and Romance Languages.

## Kirkland Cottage

The oldest building on campus, Kirkland Cottage was first constructed as a home in 1792 near the foot of College Hill by Samuel Kirkland, the founder of Hamilton College. In 1925, it was moved uphill to its present site and later restored. Its furnishings now include Samuel Kirkland's desk and chair and other items of historical interest. The cottage is used by the senior honorary society, Pentagon, for its meetings, and for the matriculation of the freshman class.

## Kirner-Johnson

These connecting buildings are used extensively for academic, administrative, and extracurricular purposes. The Kirner Building, named in honor of Juvanta H. and Walter R. Kirner, houses the Offices of the Dean of the College, the Dean of Students, the Higher Education Opportunities Program (HEOP), and the Departments of Anthropology, History, and Sociology. In addition to several classrooms, it also contains two auditoriums. Within the adjacent Johnson Building, named for Virgil E. Johnson, are the Office of the Registrar, the Career Center, and the Departments of Economics and Government.

## The Library

Construction of the Daniel Burke Library was completed in 1972. Named for a member of the Class of 1893 who was for many years Chairman of the Board of Trustees, this modern facility provides Hamilton with one of the finest small college libraries in the nation.

The Library contains more than 390,000 volumes, and the collection is constantly expanding with new acquisitions in response to ever-changing

academic interests and curricular needs. The main collection is particularly strong in the areas of history, the social sciences, and the humanities. A separate science collection is maintained in a special library in the Science Building. In addition to books, the Burke Library regularly receives approximately 2,000 different periodicals, together with an ever-increasing amount of microform material. Additional material for research purposes is available through interlibrary loan arrangements with other libraries.

Students have free access to the collection, and a program of instruction familiarizes them with library resources and services as well as research techniques. Study carrels are provided for students preparing term papers or engaged in independent projects.

Among the Library's special collections are the Rare Book Collection, the Ezra Pound Collection, the Beinecke Lesser Antilles Collection, and the Alumni Collection of books written by and about graduates of the College. In addition, an area of the first floor of the Library contains easy chairs and a collection of books selected for leisure-time reading. Seminar rooms for small classes are also located in the Library.

### Computer Center

The Hamilton Computer Center provides students with access to the type of facilities normally found only at large universities. The Computer Center occupies part of the lower level of the Burke Library. It houses an NCR Criterion computer system, with an around-the-clock connection to Cornell University's IBM 3081 system, which serves the College's academic and administrative needs. Students have access to programming languages, statistical packages, data sets, and other Cornell resources through interactive terminals, microcomputers, and a remote job entry connection. In addition, more than 30 stand-alone microcomputers are located in the Center for student use.

The Center instructs both students and faculty in the use of the various systems through a series of short courses offered during the academic year. Courses using computers are presently found in Biology, Chemistry, Economics, Geology, Government, History, Mathematics, Music, Physics, Psychology, and Sociology. Over one-third of the students use computers each year.

## List Art Center

The Vera G. and Albert A. List Art Center, a multipurpose building for the visual and performing arts, has studios and workshops for ceramics, graphics, sculpture, metals, painting, and photography; a rehearsal hall,

a studio for electronic music, teaching studios, and practice rooms for music; a dance studio; exhibition areas; projection and recording facilities; classrooms; and faculty offices.

## McEwen Hall

Named after Robert Ward McEwen, 14th president of Hamilton College, McEwen Hall houses administrative offices, dining facilities, the Coffeehouse, a studio theater, a cinema lab, and the Women's Center.

## Minor Theater

Originally Perry Hiram Smith Hall, it served as Hamilton's first library and was later the College infirmary. It was converted to a theater in 1962 through the generosity of the late Clark H. Minor, Class of 1902 and former Chairman of the Board of Trustees. It is now used for student productions and College-sponsored work in drama. The studios of the student-operated radio station, WHCL-FM, are found in the basement.

## The Observatory

The Hamilton College Observatory has enabled the College to revive a tradition in astronomy which dates back to the 1850s. At that time, Hamilton had the second-largest telescope in the United States, which was presided over by Professor Christian H.F. Peters, an eminent astronomer of his day.

Made possible through a gift from Elihu Root III, the present observatory houses an 11 1/4" Maksutov telescope. Several smaller telescopes are also in use. In 1977, a building was constructed next to the observatory to provide work space and shelter for students enrolled in astronomy courses. This structure is heated by solar energy and is designed to permit experiments in this field. In May, 1980, Hamilton received a national award from the Academy for Educational Development for the innovative and energy-saving design of the solar classroom. The observatory is off College Hill Road, on Peters Road, a quarter-mile from the campus.

## Residence Halls

Hamilton believes the educational and personal growth opportunities available to students are enhanced when all members of the community are in residence together. Toward this end, most students live in one of 14 residence halls on the campus. First-year students are housed in clusters in most residence halls, and each cluster is assigned a Student

Advisor, an upperclass student who lives in the same area. Each of the larger residence halls also has a Head Resident, who handles administrative responsibilities within the building, working closely with both resident students and the Office of the Dean of Students.

The College tries to provide its students with as many different housing options as possible. To that end, even though all residence halls are coeducational, some floors are single-sex while others are coed. Carnegie, Dunham, Kirkland, North, and South are built in several different nineteenth century architectural styles and contain rooms ranging from singles to quads, and offer lounges, recreation areas, and kitchenettes. Babbitt and Milbank residence halls are comprised of six-person suites with kitchens and lounges. Major, McIntosh, Minor, and Root contain singles and doubles, kitchenettes, and large lounges, and Keehn offers a cooperative living arrangement. McIntosh is designated the Quiet Dorm. Somewhat farther down the Hill is the Bundy residence quadrangle, built in 1972, which consists of large singles and doubles.

## Root Hall

Given by Elihu Root, Class of 1864, in memory of his father, Oren, Professor of Mathematics, the building was originally the Hall of Science. It now houses classrooms and faculty offices for the Departments of Comparative Literature and English.

## The Elihu Root House

Constructed for a member of the initial Hamilton faculty, the structure has served as the home of presidents as well as faculty of the College. The house was extensively remodelled after it was purchased by Elihu Root as a summer home in 1893, and was occupied after 1937 by Ulysses S. Grant III, grandson of the President, and members of his family. A National Historic Landmark, it was acquired by the College in 1979, and now contains the Admission and Financial Aid Offices.

## Saunders Hall of Chemistry

Rebuilt and enlarged in 1930, the building was again renovated in 1978 and renamed in honor of Arthur Percy Saunders, long-time Professor of Chemistry and former Dean of the College. It houses an auditorium, classrooms, offices, and laboratories such as the Bristol-Myers Laboratory.

## The Science Building

Enlarged in 1965, it contains the offices and laboratories of the Biology, Geology, Physics, and Psychology Departments, as well as two auditoriums. It also houses the Oren Root Mineralogy Collection, the nucleus of which was assembled *circa* 1850 by Mr. Root and which now consists of more than 100,000 specimens of fossils, rocks, and minerals.

# Undergraduate Life

The College strongly believes that young men and women should be treated as responsible individuals and that personal growth, both intellectual and moral, should take place in an atmosphere of freedom. Under the guidance of skilled and experienced adults, students find that their freedom makes an important contribution to the learning process. The close community relationship that develops in this atmosphere among faculty, students, and staff is a vital and perhaps unique element in the Hamilton experience.

## The Honor System

Begun in 1908, the Honor System is remembered by many Hamilton students as one of the most important features of their college careers. Forming a bridge of trust between students and faculty, it stands as a symbol of academic integrity.

The Honor Code governs all examinations and other academic work submitted for a grade. It creates two imperatives for each student: to refrain from fraud, and to report observed fraudulent action on the part of any other student. Under the Code, students take examinations without proctors and assume other responsibilities that conventionally would be under faculty or administrative control.

Violations of the Honor Code are reviewed by the Honor Court, which has the power to levy penalties up to and including expulsion from the College.

## The Judiciary Board

The College has few non-academic rules and regulations beyond the general proviso that students are expected to act in a mature manner and to be responsible for their actions at all times. When violations occur, they are referred to the Judiciary Board, which, like the Honor Court, may impose penalties ranging from warnings to expulsion.

The Honor Court and the Judiciary Board reflect the strongly held faculty belief that students should be judged by their peers and, when necessary, penalized by them. The decisions of both groups are subject to faculty review.

## The Publications Board

Consisting of students, faculty, and administrators, but always having a student majority and chair, the Publications Board oversees all Hamilton student publications. It approves the budget for each publication, elects editors, and reviews and adjudicates editorial problems and disputes. The

newspaper, yearbook, literary magazine, several smaller publications, and the radio station are all operated and managed wholly by students.

## The Student Assembly

The functions of student government at Hamilton are vested in the Student Assembly. Composed of three chambers representing the residential, academic, and social components of student life, the Assembly represents the student voice to the College in matters of importance.

## Student Organizations

The Assembly's Funding Committee makes allocations to over 30 student organizations. Descriptions of a sampling of them follow.

The Interdormitory Council (IDC) consists of representatives from each of the residence halls on campus. The IDC distributes money to the residence halls for a variety of local and campus-wide events.

The Black and Latin Student Union was founded by students in 1968. Although primarily concerned with making the Hamilton experience more rewarding to Black and Puerto Rican students, the Union also concerns itself with the activities of Black and Puerto Rican communities off the campus. The Afro-Latin Cultural Center was established in 1969 to make more visible the reality of Black and Puerto Rican cultural history. Activities, programs, and exhibitions sponsored by the Union

include an annual Cultural Weekend, featuring guest appearances by outstanding Black and Puerto Rican artists, and events planned in conjunction with area Black and Puerto Rican communities.

Departmental clubs provide common ground for students interested in a particular field of study. The clubs sponsor discussions, lectures, presentations of papers, and similar events. Such groups are sponsored by the Biology, French, German, Philosophy, Psychology, and Spanish Departments.

The International Students Association is composed of foreign and U.S. students and regularly sponsors cultural programs and social events.

The Outing Club organizes and conducts hiking and camping trips, winter mountaineering, rock climbing, and cave exploration. It also sponsors lectures and films on these subjects. It is a member of the Intercollegiate Outing Club Association, which helps coordinate trips among various colleges.

The Root-Jessup Public Affairs Council is an undergraduate organization with student officers and a faculty advisor, whose purpose is to stimulate student discussion of current national and international issues. The group sponsors discussions and a major lecture series whose recent participants have included John Anderson, G. Gordon Liddy, and Harold Wilson. The Council is named for the distinguished diplomats, Elihu Root, Class of 1864, and Philip Jessup, Class of 1918.

The Women's Center was founded in order to provide a focus for the concerns of women at Hamilton. As such, it operates a Resource Center and sponsors a number of films, workshops, and lectures open to all members of the College community.

There are eight social fraternities and one sorority affiliated with Hamilton. They are private, off-campus organizations which do not receive support from the College. They are: Alpha Delta Phi, Chi Psi, Delta Kappa Epsilon, Delta Phi, Delta Upsilon, Kappa Delta Omega, Psi Upsilon, Sigma Phi, and Theta Delta Chi. In addition, the Emerson Literary Society is open to undergraduate women and men.

## Service Organizations

Hamilton students interested in helping others are given a number of rewarding opportunities for doing so in student service organizations. Many students participate in at least one of these groups, which are operated independently under Student Assembly charter.

The ABC house, located on campus, offers talented high-school students from disadvantaged backgrounds a chance to increase their

educational opportunities. Students from Hamilton serve both as resident and as non-resident tutors.

Community Tutoring Program provides tutoring for students in the Utica public schools.

The Utica Tutorial Program provides student tutors for disadvantaged elementary school pupils in Utica on a weekly basis throughout the academic year. The project also provides opportunities for the pupils to take part in a variety of special programs on the campus.

The Marcy Psychiatric Center Program organizes weekly visits by students to a nearby mental institution. Student volunteers conduct group socialization activities where patients from several wards are brought together. Some volunteers work one-on-one with particularly isolated or anti-social patients. Patients of all ages are involved in the program.

St. Elizabeth's Hospital Program provides volunteers with an opportunity to contribute services to a fairly large community hospital. Although not limited to pre-medical students, the program is of special interest to this group.

The Handicapped Children's Program works closely with the Utica Cerebral Palsy Association and helps youngsters afflicted with this disease. These volunteers work on a regular weekly basis, with special emphasis on swimming and other recreational activities.

## Religious Activities

The religious program at Hamilton reflects the diversity of interest within the community.

The Jewish, Protestant, and Roman Catholic campus organizations have liturgical celebrations weekly and on special holy days, and also sponsor programs and service activities. Through the Office of the College Chaplain, traditionally a Protestant, the College provides support for a variety of religious activities and organizations. The Hillel Foundation has a chapter on campus serving the needs of Jewish students, with a faculty member serving as Hillel advisor. The Diocese of Syracuse provides a Roman Catholic chaplain for its students.

The religious activities on campus are coordinated by the Inter-faith Forum which consists of the College Chaplain, the Director of Hillel, the Newman Chaplain, and student representatives from the religious communities on campus.

A memorial to John Herschel Morron, of the Class of 1859, established by the bequest of his son, John R. Morron, provides an endowment in support of activities and programs connected with the Chapel.

# Campus Cultural Life

## Music

The musical life of the College is active and varied. Each year it includes concerts by visiting professionals, members of the Faculty, and student musicians, and is under the general supervision of the Department of Music. This year the Music at Hamilton Artist Series will include concerts by cellist Yo-Yo Ma with the Rochester Philharmonic, the Chicago Symphony Chamber Players, Rudolf Firkusny, the Muir String Quartet, and the Hilliard Ensemble. The Noonmusic Series, presented in conjunction with the Student Assembly Program Board, offers an additional 12 concerts by professional and student musicians. In addition to concerts by the various student ensembles, many student recitals are presented annually.

The Department also sponsors a variety of programs of contemporary music. Each year a prominent American composer visits the campus for several days in conjunction with a concert of his music. Recent visitors have included Mario Davidovsky, Karel Husa, George Rochberg, Joseph Schwantner, David Cope, Elliott Schwartz, and George Crumb. In addition, the Syracuse Society for New Music has presented a program each year. For the past three years, the Department has sponsored Festivals of Electronic Music that have drawn on composers from throughout the country. From time to time, the Department also sponsors lectures on musical subjects.

Other concerts are offered on campus by the Student Assembly Program Board, which annually sponsors the Stephen Fensterer Memorial Folk Festival, an intercollegiate event that draws musicians from throughout the eastern United States. The Black and Latin Student Union also sponsors concerts from time to time. Nearby in Utica are other sponsoring organizations: the Chamber Music Society of Utica, the Utica Symphony, the Mohawk Valley Opera Guild, and the Great Artists Series. Somewhat more distant, but still easily accessible, are the many concerts offered in Syracuse. For concerts of special importance the Department provides transportation.

*The Hamilton College Choir,* founded in 1867, carries forward a long tradition of choral excellence. In addition to several concerts on campus and in neighboring communities, the Choir undertakes an annual concert tour during the spring recess. These tours have ranged as far as Chicago to the West, Boston to the East, Montreal to the North, and Savannah to the South. In addition, the Choir has toured Europe five times, including a tour of Spain this past January. Auditions are held during student orientation in the fall.

*The College Hill Singers* provides an opportunity for talented singers to participate in a variety of solo vocal ensembles. Repertoire is drawn from all periods of music history. Membership is limited to members of the College Choir.

*The Hamilton College and Community Oratorio Society,* founded in 1975, performs major works with orchestra each semester. The Society is open to any member of the community, without audition. Interested singers may join by attending the first rehearsal of the term.

*The College Hill Camerata,* founded in 1983, is a chamber vocal ensemble with members drawn from the Oratorio Society and the College Choir. The Camerata presents several concerts each year, performing music from six centuries, with emphasis on early and contemporary music.

*The Brass Choir,* founded in 1959, performs numerous times during the year, providing music for various College functions as well as giving concerts off campus, on its own, or in conjunction with the College Choir. Its repertory ranges from Josquin and Gabrieli to Hindemith and Dahl. Auditions are held during student orientation each fall.

*The Woodwind Ensembles,* founded in 1961, afford an opportunity for the study and performance of music for various combinations of wind instruments. They have performed works by Ibert, Mozart, Fine, and Richard Strauss. Auditions are held during student orientation each fall.

*The Chamber Orchestra* was founded in 1970. In recent years, it has performed such works as a Beethoven Symphony, as well as concertos by Vivaldi, Bach, Mozart, and Mendelssohn, with student soloists. Auditions are held during student orientation each fall.

*The Jazz Ensemble* was founded in 1981 for the study and performance of jazz. Focusing on the big band sound, it also provides opportunities for student improvisation. Auditions are held during student orientation in the fall.

*The Buffers*, a male octet, specializes in barbershop and other light singing. The group frequently sings at social events at Hamilton, in exchange concerts with other colleges, and at other off-campus events. Auditions are held in the spring for the following year.

*Special K* is an eight-voice women's close-harmony group that specializes in 30s and 40s jazz styles. They perform both on and off

campus at various social events, as well as in exchange concerts with other colleges.

*Vocal and Instrumental Instruction* are available for those wishing to study music in the classic tradition. Members of the Syracuse Symphony offer instruction on most orchestral instruments. A fee is charged for such instruction, but students receiving financial aid may receive assistance in meeting the cost. For information, consult the Music Department.

*Instruments* of various sorts are available for student use. In addition to numerous Steinway grand pianos and a variety of wind, brass, and string instruments, the College possesses a Steinmeyer one-manual *Positif* organ, a Noack two-manual organ in the College Chapel, a two-manual Dowd harpsichord, and a Fudge clavichord. The Music Department also maintains a well-equipped studio for electronic music that matches such facilities in many larger colleges and universities. Information on the use of instruments is available from the Music Department.

*The Lee H. Bristol, Jr. Endowment for the Performing Arts* was established in memory of Lee H. Bristol, Jr., Class of 1945, to bring performing artists to the College.

*The Helen B. Longshore Memorial Endowment* was established by Helen B. Longshore, a friend of the College, to support the College's musical programs and activities.

*The James T. and Laura C. Rhind Fund* was established to bring to the campus fine arts performances or exhibitions with merit, with preference for the field of music.

## Drama

*The Alexander Hamilton Players* was founded in 1972 by a group of students interested in staging the musical *1776*. The players specialize in musical theater and comedy. Each year, they produce the best entries in the Wallace Bradley Johnson Playwriting Competition. Membership is open to all who have an interest in singing, stagecraft, acting, or participation in the Players' orchestra.

Also, auditions are always open to the whole student body for participation in the major faculty-directed productions of the Theatre Program and in the numerous productions by students in the classes in directing.

## Lectures

Numerous lectures are provided during the year for the College community from the income of endowments established for the purpose, augmented by general college funds.

*The Richard P. Butrick Lecture Fund* was established by the Honorable Richard P. Butrick, a retired diplomat, to support an annual lecture or lectures.

*The Continental Group American Economy Lecture Series* was established in 1980 by the Continental Can Company to support a series of business lectures dealing with the American economy in conjunction with the Public Policy program.

*The Myers Lectures* were established in 1912 in memory of John Ripley Myers, Class of 1887. The foundation is intended to "bring into the life of the college community new men and new points of view not covered by the ordinary curriculum of the College, and to add to its cultural possibilities."

*The Root-Jessup Lecture Series*, sponsored by the Root-Jessup Public Affairs Council, brings public figures to the campus to speak on issues of current nationwide interest.

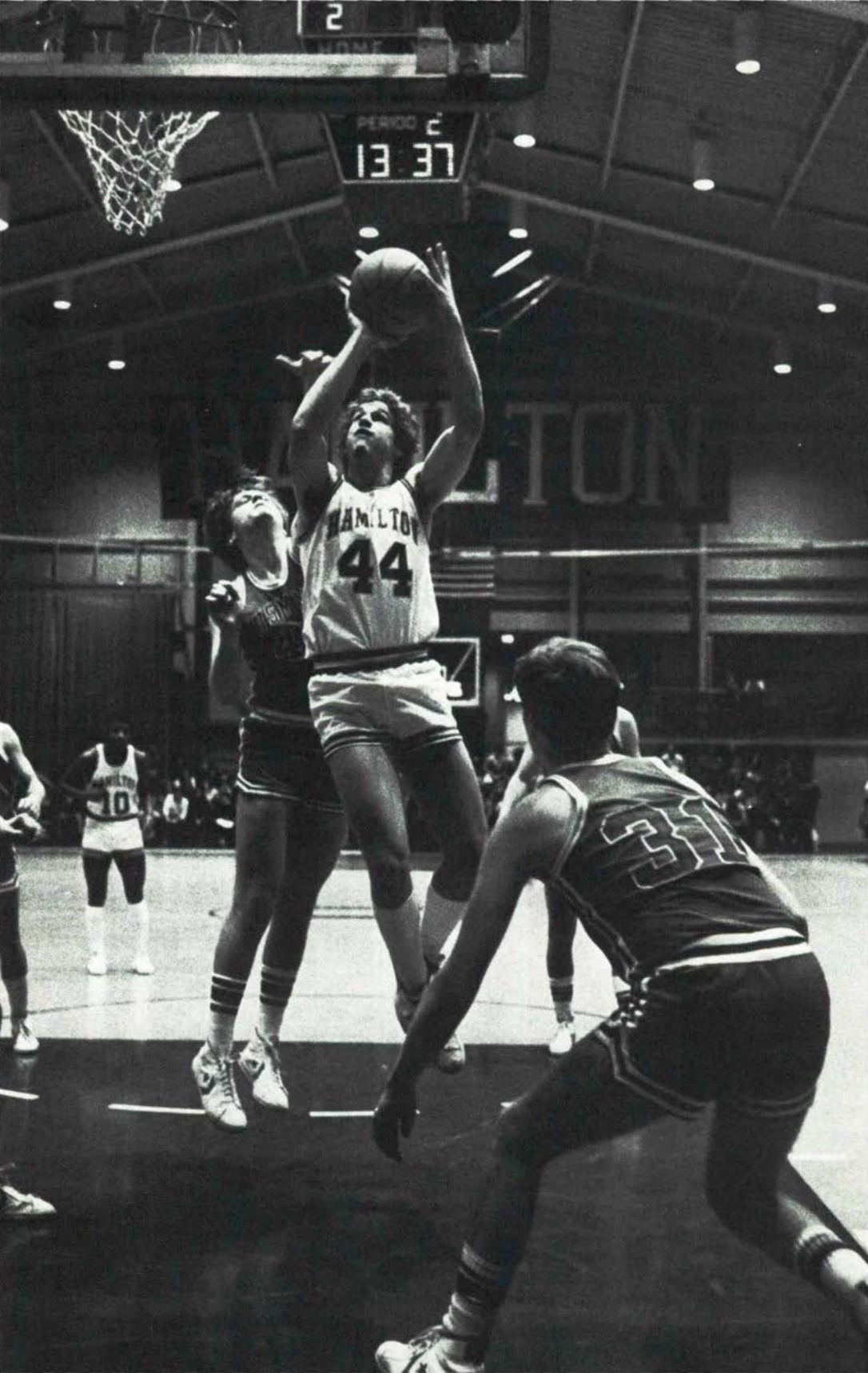
*The Truax Memorial Lectures in Philosophy* were established in 1956 by R. Hawley Truax, Class of 1909, in memory of his father, Chauncey S. Truax, Class of 1875.

*The Winslow Lectures in Classical Archaeology* were established with a bequest by William Copley Winslow, D.D., Class of 1862.

*The Wood Memorial Lectureship* was established in memory of Frank Hoyt Wood, for many years a professor of political science at the College.

## Film

A full program of domestic and foreign full-length feature films is shown by student-operated film societies at Hamilton nearly every weekend that the College is in session.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# Athletic Programs and Facilities

## Athletic Facilities

In 1978, the College completed the expansion and improvement of its athletic facilities. At the same time, the Alumni Gymnasium, built in 1940, was renovated to provide modern locker room facilities for men and women, and increased office space for the physical education staff. The gymnasium contains a basketball court, a 25-yard swimming pool, four squash courts, and a weight room. A spacious new lobby has been constructed to connect the gymnasium with the Russell Sage Hockey Rink and the new fieldhouse, forming an Athletic Center.

The Hamilton fieldhouse, a 55,000-square foot, multipurpose athletic center, was completed in the fall of 1978. The building contains three regulation-sized basketball courts and can seat 2,000 spectators. It also houses a six-lane 200-meter urethene running track and space for indoor tennis, volleyball, and badminton courts. The playing surface can accommodate practices for outdoor varsity sports during inclement weather.

The nine-hole Hamilton B. Tompkins golf course covers 65 acres near the Athletic Center, and two platform tennis courts are located behind Babbitt residence hall. Included in the Athletic Center are seven squash courts and two racquetball/handball courts; outdoors are a quarter-mile track and ten all-weather tennis courts. Bowling, billiards, and table tennis are located in the nearby Bristol Campus Center.

## Athletic Policy

The primary emphasis of the athletic program at Hamilton College is upon the educational value of athletics rather than upon athletics as a public entertainment or as a source of financial income. The College, through its Physical Education Department, provides a fourfold program in athletics: recreational play, instruction in physical education, intramural competition, and intercollegiate programs. Hamilton thereby continues its long tradition of encouraging not only the acquisition of knowledge, but also the enjoyment of physical activity and the attainment of skills which will provide lifelong satisfaction.

## Physical Education (See "Courses of Instruction.")

## Intramural Activities

The Intramural program offers opportunities for participation in a wide variety of sports conducted under the supervision of the Intramural Council and a departmental advisor. The program is especially designed to encourage participation by students who enjoy competition but whose

skills or interests are not of intercollegiate calibre. An intramural handbook is published annually and is available to all members of the community.

## Intercollegiate Athletics

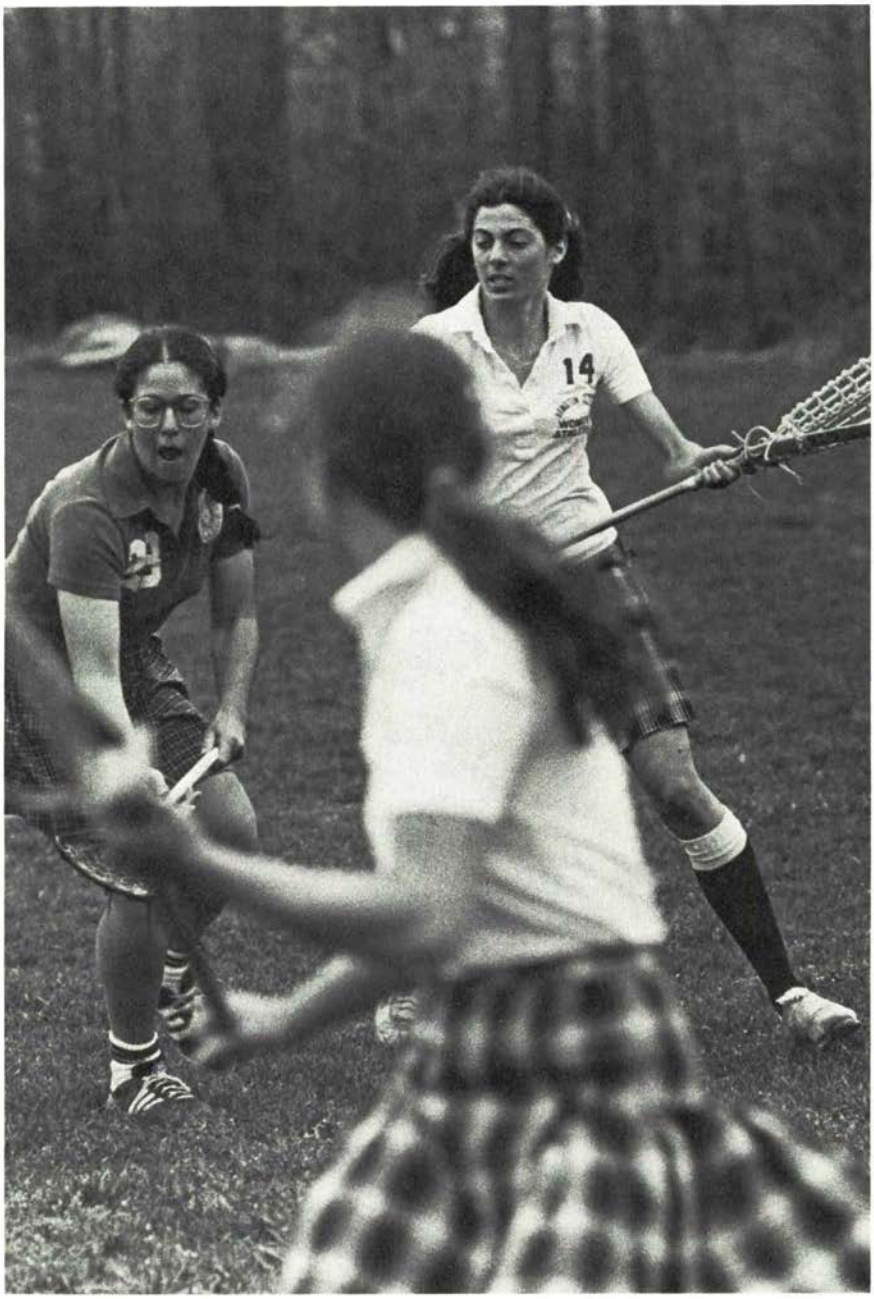
The College is committed to a representative intercollegiate program. It is also committed to seeking fine student-athletes who value and respect the fundamental educational goals of the College.

The College sponsors men's varsity teams in football, soccer, cross country, tennis, squash, basketball, hockey, swimming, track (winter/spring), baseball, lacrosse, golf, and women's varsity teams in field hockey, tennis, soccer, cross country, squash, basketball, swimming, track (winter/spring), lacrosse, softball, and volleyball.

Hamilton is a member of the New England Small College Athletic Conference (NESCAC), the Eastern College Athletic Conference (ECAC), the New York State Association of Intercollegiate Athletics for Women (NYSAIAW), and the National Collegiate Athletic Association (NCAA). The other members of NESCAC are Amherst, Bates, Bowdoin, Colby, Connecticut, Middlebury, Trinity, Tufts, Wesleyan, and Williams. The Conference balances athletic involvement with high academic standards.

## Club Sports

The Physical Education Department supports the following Club programs: water polo, skiing, sailing, fencing, men's and women's rugby, men's and women's ultimate frisbee, men's and women's crew, women's ice hockey, and the Outing Club.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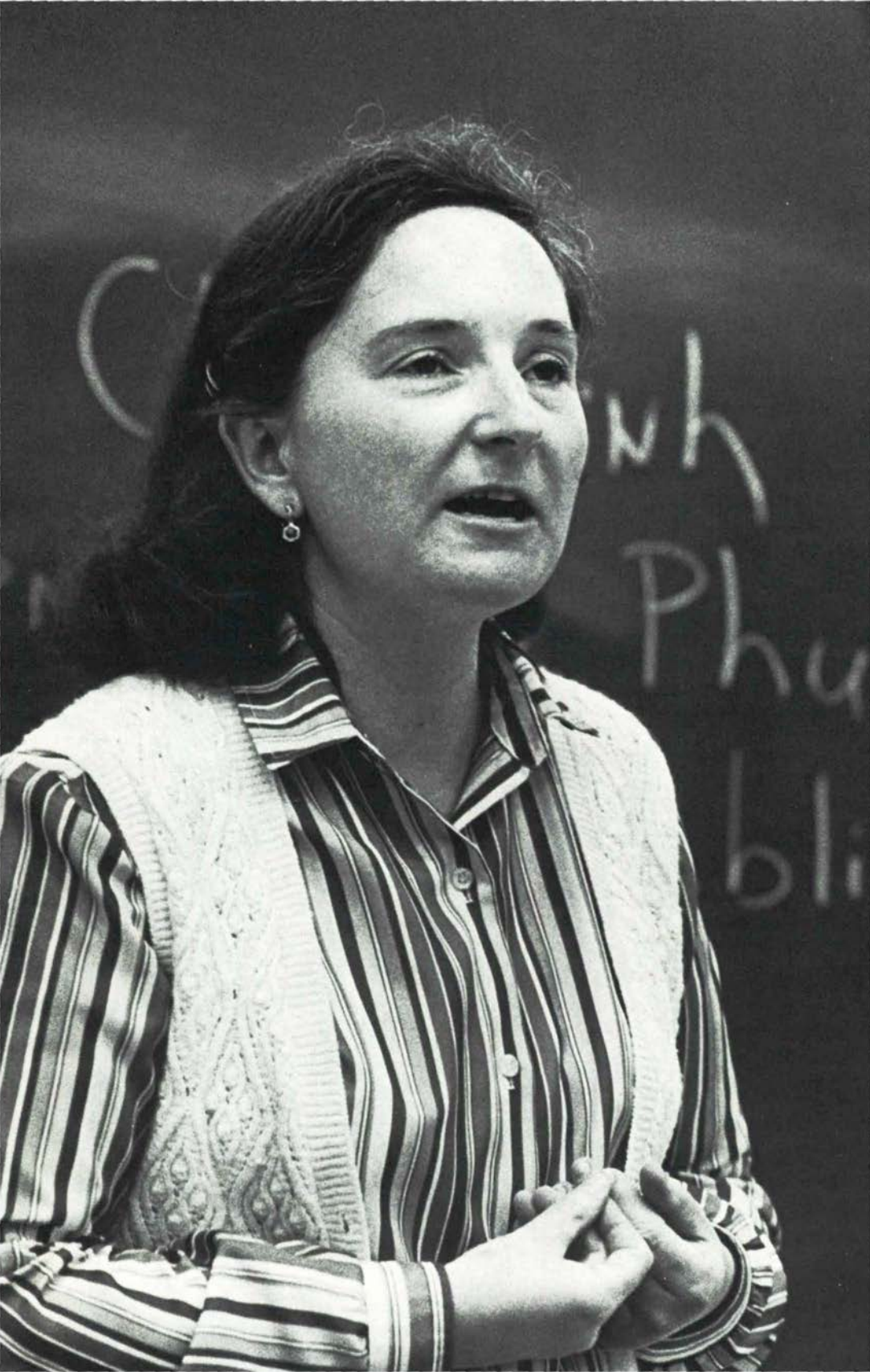

# Courses of Instruction

For each course, the numbering indicates its general level and the term in which it is offered. Courses numbered in the 100s are introductory in material and/or approach. Courses numbered in the 200s and 300s are intermediate and advanced in approach respectively. Courses numbered in the 400s are most advanced. Unless otherwise indicated, the following priorities will apply in the determination of entrance into limited enrollment courses:

For 100-level courses, priority shall be given to freshmen, sophomores, juniors, and then seniors. (Seniors must have the permission of the departmental chair in order to enroll in a 100-level course.)

For 200-level courses, priority shall be given to sophomores, freshmen, juniors, and then seniors.

For 300- and 400-level courses that are not required for the student's concentration, priority shall be given to seniors, juniors, sophomores, and then freshmen.

For 300- and 400-level courses that are required for the student's concentration, priority shall be given first to concentrators, and then non-concentrators of the more advanced class.

The term in which the course will be offered is indicated by the letter immediately following the course number: **F** for fall term, **W** for winter term, and **S** for spring term. **F,S** designates a course offered in both fall and spring terms. The **fW** notation indicates a course which is offered in the winter term, for which some early preparation is necessary.

Courses with bracketed numbers will not be offered during 1984-85. In most cases, the description indicates the next date the course will be offered.

A single three-digit number preceding a course description indicates that the course may be elected for a single term. Most offerings are of this type. Two three-digit numbers separated by a hyphen indicate that normally the course will be elected for two terms. For such courses, a student may not enter the second term without having taken the first, unless otherwise indicated.

A course designated as open to a certain class (e.g., "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students. Seminars have a maximum enrollment of 12.

Unless otherwise stated, all courses meet for three 50-minute or two 75-minute class periods each week.

In the list of faculty members for each department, the letters (F, W, S) following a name indicate terms of leave or off-campus teaching.

## College Courses

College Courses are essentially interdisciplinary or substantially outside the continuing curriculum of any department or program. Instructors are normally regular members of the faculty. The courses are worth one course credit and count toward graduation requirements, although it should not be assumed that a particular course will be a part of the continuing College curriculum. Those cross-listed in one or more departments are so described in parenthetical notes. Consult departmental concentration requirements and/or the departmental course description for information on whether a particular College Course may be counted toward a concentration requirement.

The courses listed below, under the Project in Technology and Culture, have been underwritten by a special grant from an outside foundation. They are designed to make liberal arts students aware of the impact of technology on culture and society. Designated College Courses, each combines humanistic and social scientific perspectives on some facet of the way in which technologies shape behavior and experience.

## Curricular Project in Technology and Culture

### Anthropology

**272S** **Material Life, Work, and Consciousness**

### Government

**300S** **Equality and the Constitution** (Same as Philosophy 300.)

**450S** **Seminar on Technology, Values, and the Politics of Post-Industrial Societies**

### Philosophy

**300S** **Equality and the Constitution** (Same as Government 300.)

### Psychology

**[240S]** **Intellect and Culture** (Same as Anthropology 240.) (Next offered 1985-86.)

### Sociology

**[310S]** **Seminar on Social Science and Human Values** (Offered in alternate years; next offered 1985-86.)

# American Studies

The American Studies program offers students an opportunity to study American civilization from a variety of perspectives and through the methodologies of different intellectual disciplines.

Specialized studies in all fields of learning dealing with the United States are included in the program, and the impact of these studies is reflected in the work of the American Studies introductory seminar (311) and the Senior Seminar (550). Students work closely with faculty in developing an individualized plan of study which brings at least two disciplinary perspectives to bear on a major topic in American culture. Early in the first semester of the junior year, each student must submit a concentration proposal outlining the particular goals and areas of concern to be explored. The proposal should also indicate how the courses comprise a coherent plan toward those ends.

The concentration consists of ten term courses comprising a program approved by the American Studies Faculty Committee. It includes 311, Introduction to Theory and Methods, taken in the fall of the concentrator's junior year, and 550, the Senior Seminar. The American Studies seminars assume a basic understanding of American history and literature from colonial times to the present. Concentrators must take the following courses:

| | |
|---|---|
| **English 307** | **Nineteenth Century American Literature** |
| **English 309** | **Twentieth Century American Literature** |
| **History 241** | **American Colonial History** |
| **History 251** | **Nineteenth Century America** |
| **History 253** | **Recent American History** |

Since all of these courses have prerequisites, students should plan their programs accordingly. In addition, the following courses are recommended for majors:

| | |
|---|---|
| **Anthropology 113** | **Introduction to Cultural Anthropology** |
| **Art 259** | **American Art** |
| **English 230** | **The "Gothic" Tradition in English and American Literature** |
| **English 302** | **American Literary Autobiography** |
| **Government 116** | **The American Political Process** |
| **Government 336** | **American Political Tradition** |
| **History 246** | **American Diplomatic History** |
| **History 349** | **The Black Man in America** |
| **History 358** | **American Social History** |
| **Religion 280** | **Religion in America** |
| **Sociology 316** | **American Social Thought** |

In addition to the above, there are a great number of courses from which to choose in designing an American Studies concentration. A complete list of departmental offerings which are American in content is available from the American Studies Director.

Students who have earned a B+ (88) average in the concentration may receive honors in American Studies through distinguished work on the Senior Project.

Faculty members directing the program are specialists in American civilization and are committed to an interdisciplinary approach to the study of American culture. Students interested in the concentration should consult as early as possible with the program's Director, Eugene M. Tobin (History), or with any members of the American Studies Faculty Committee, which for 1984-85 includes Professors David Gray (Sociology), Ivan Marki (English), David Millar (History), Bennett Ramsey (Religion), and Arthur Sanders (Government).

**311F Introduction to Theories and Methods.** An interdisciplinary approach to American civilization. Emphasis upon recurring themes in American culture (race, class, gender, ethnicity) as well as an introduction to American Studies methodology. Special topic for 1984-85: "The Rise of the City"; an interdisciplinary examination of late nineteenth and early twentieth century urban culture. Special emphasis on novels and autobiographies, reformers and politicians, artists and photographers. This course is required of concentrators in American Studies and is open to other students with permission of the instructor. Tobin.

**550S Senior Seminar.** Individual research and common class reading emphasizing an interdisciplinary approach to diverse aspects of American civilization. Presentation of research results in the form of the American Studies Senior Project. Enrollment limited to senior concentrators. American Studies Faculty Committee.

# Anthropology

**Faculty**

Grant D. Jones, *Chair*
Douglas Raybeck
Richard W. Redding
Henry J. Rutz

A concentration in Anthropology consists of 111, 113 or 114, 350, 359, and four other courses. Prospective concentrators are encouraged to take 350 and 359 as early as possible. All concentrators, especially those planning graduate studies, are strongly encouraged to take Philosophy 260 and a course in statistics. Students may earn departmental honors through distinguished achievement in their Anthropology course work, including 450 and 550. A minor in Anthropology consists of 111 or 113 or 114, and four other courses approved by the Department, one of which must be at the 300 level.

**111F Humankind Evolving.** A review of human evolution, human biology, and non-human primate studies. The synthetic study of genetics, race, human paleontology, primate structure and ethology, and culture within the framework of the evolutionary perspective. Redding.

**113F,S Introduction to Cultural Anthropology.** Cross-cultural approaches to the study of social structure, polity, economic behavior, and belief systems. Anthropological methods of analysis of nonliterate, peasant, and complex contemporary societies. The Department.

**114F,S Traditional Societies in a Modern World.** A comparative and developmental perspective on problems confronting tribal and peasant societies and their integration into the modern world. Topics include population and resources, livelihood, literacy, political autonomy, and cultural survival. Rutz.

**[175W] Catastrophes, Aliens, and God?** An examination of pseudo-scientific theories in archaeology in light of the methods of scientific inquiry. The goal: to equip students to evaluate the status of these theories as science. Readings from the works of Velikovsky, Von Däniken, The Institute for Creation Research, and others. (Next offered 1985-86.) Maximum enrollment, 25.

**179W A Change of Pace.** A comparative study of time in industrial and non-industrial societies. Different cultural concepts of time and the organization of social life. Time pressures and the perception of the scarcity of time and its efficient uses. (Offered in alternate years.) Maximum enrollment, 20. Rutz.

**[208F] The Pacific Islands.** The Western impact and responses of indigenous peoples of Polynesia, Melanesia, and Micronesia; problems of disease, depopulation and overpopulation, alcoholism, pacification, and colonization. Prerequisite, 113 or 114 or consent of instructor. (Next offered 1985-86.)

**212F,S Introduction to Archaeology.** A review of world prehistory and the various techniques, methods, and theories used by anthropological archaeologists. Emphasis on several key problems, including typology, the evolution of subsistence systems, early New World populations, and the emergence of state polities. Open to freshmen. Redding.

**[215S] Egyptian Archaeology.** An introduction to the archaeological record of Egypt from the earliest evidence of human occupation to the Ptolemaic Period; emphasis on the development of food production and the emergence of complex societies. About one-fourth of course devoted to Dynastic and Ptolemaic Periods. Prerequisite, 212 or consent of instructor. (Next offered 1985-86.)

**216S Near Eastern Prehistory.** An introduction to the archaeological record of the Near East from the earliest evidence of human occupation through the formation of complex, state-level societies. Emphasis on the origins of food production and the development of civilization. Prerequisite, 212 or consent of instructor. (Offered in alternate years.) Redding.

**[220F] Prehispanic Civilizations of Mesoamerica.** Origins and development of the indigenous civilizations of Mexico and Central America, with emphasis upon the Olmec, Maya, and Aztecs. The growth of stratified polities, intensive agriculture, urbanization, long distance exchange, writing systems, and major religious traditions. Prerequisite, 212 or consent of instructor. (Next offered 1986-87.)

**[222S] Heritage of Conquest in Mesoamerica.** An examination of the impact of Spanish conquest, colonialism, and independence period rule upon the indigenous peoples of Mexico and Central America. The influence of changing patterns of production and land tenure, modes of political control, and Christian missionization upon native society and culture. Issues in the study of contemporary ethnic relations in the context of political and economic history. Prerequisite, 113 or 114 or consent of instructor. (Next offered 1985-86.)

**[224F] Ethnology of Island Southeast Asia.** A study of peoples and cultures of island Southeast Asia with an emphasis on syncretic traditions in Malaysia, Indonesia, and the Philippines. Prerequisite, 113 or 114 or consent of instructor. (Next offered 1985-86.)

**[225F] Traditional Chinese Culture and Society.** A survey of the social, economic, political, and religious institutions of the Han Chinese, emphasizing the factors responsible for the historical continuity of traditional Chinese society. Prerequisite, 113 or 114 or consent of instructor. (Next offered 1986-87.)

**[240S] Intellect and Culture.** An examination of how intellectual processes vary with culture. Anthropological and psychological approaches to perception, learning, communication, and reasoning. Prerequisite, 113 or 114 or Psychology 101. (Same as Psychology 240.) (Next offered 1985-86.)

**252W The Incest Taboo.** A study of incest behavior and the universal taboo on such behavior. Comparison of theories of incest prohibition drawn from anthropology, psychology, and sociobiology. (Offered in alternate years.) Maximum enrollment, 20. Raybeck.

**254F Sex Roles in Comparative Perspective.** An examination of sex roles from the cross-cultural perspective of anthropology. Comparison of the physiological and psychological evidence for sex differences with the social classifications of sex differences. Socialization, family roles, and the allocation of power within sex roles. Prerequisite, 113 or 114 or consent of instructor. Raybeck.

**258S Nonverbal Communication and Social Interaction.** Description and analysis of subtle social structuring underlying social interaction. The relevance of kinesics and proxemics for the study of covert aspects of social behavior. Development of student's observational skills in laboratory and occasional field trips. Prerequisite, 113 or 114 or Psychology 101, or consent of instructor. (Offered in alternate years.) Maximum enrollment, 20. Raybeck.

**270S Crisis Cults.** A cross-cultural examination of nativistic, millenarian, and messianic religious cults and their importance during periods of social and cultural transformation. Theories of the causes and effects of such movements in the past and present. Jones.

**272S Material Life, Work, and Consciousness.** A comparative study of the impact of technology on patterns of work, comfort, and

leisure. Theories of how the individual experiences work in different technological orders. The culture of consumption, visual persuasion, and advertising. Rutz.

**[301S] Ecological Anthropology.** The cross-cultural examination of humanity's place in the ecosystem. Ecological models of subsistence systems, technology, population, and human conflict. Prerequisite, 113 or 114. (Next offered 1985-86.)

**303F Human Sociobiology.** An examination of sociobiological theory as applied to models of human behavior. Controversies concerning the use of such concepts as inclusive fitness and altruism in the study of kinship, aggression, subsistence, and reproductive strategies. Prerequisite, 111 or 113 or 114 or one course in Biology. (Offered in alternate years.) Redding.

**321F Evolution of Economy.** A study of the evolution of non-industrial economy and society. Agricultural production, property, and the social division of labor. Economics of marriage, gift-exchange, ceremonial, and marketplace systems. Prerequisite, 113 or 114. Rutz.

**333S Psychological Anthropology.** A survey of psychological problems in a cross-cultural context. The role of psychological processes in the formation, maintenance, and change of social and cultural systems. The relationship between personality and culture, the varying ways in which culture and language influence social and environmental perceptions, and the nature-nurture argument. Prerequisite, 113 or 114, a psychology course, and junior/senior standing; or consent of instructor. Raybeck.

**334S Method and Theory in Archaeology.** An examination of modern methodological and theoretical approaches and problems in American archaeology. Sampling, research design, and typology; reconstruction of social organization; history of the discipline. Prerequisite, 113 or 114, and 212. (Offered in alternate years.) Redding.

**350F Social Organization.** Critical evaluation of methodological approaches in social anthropology. The influences of various theoretical perspectives on ethnographic description and analysis. Intensive readings of a selection of ethnographic studies. Student experience in kinship research and analysis. Prerequisite, 113 or 114. Jones.

**359S History of Ideas in Anthropology.** Studies of intellectual controversies leading to a science of society and culture. The social

context of debate over social evolution, race and culture, and the "mind of primitive man." Textual analysis of seminal works. Prerequisite, 350. Open to sophomores. Rutz.

**450F Advanced Seminar in Anthropology.** Selected topics in contemporary anthropological theory. Prerequisite, 359. Required of candidates for departmental honors. Jones.

**550F,W,S Senior Program.** A project limited to senior concentrators in Anthropology, resulting in a thesis supervised by a member of the Department. Prerequisite, 359. Required of candidates for departmental honors. The Department.

## Arabic

See Critical Languages.

# Art

## Faculty

Rand Carter, *Chair*
Jan Adlmann
Steven Liebman
John McEnroe
Robert Muirhead
Robert Palusky
Deborah Pokinski (FWS)
William Salzillo

*Special Appointments*
Thomas Ashcraft
John von Bergen
Scott MacDonald

The Art Department offers concentrations in both the History of Art and Studio Art. Since 104 and 150 are basic courses, prerequisite to many others, they should be taken by the end of the sophomore year. A concentration in the History of Art consists of 104 and 150 and eight additional courses, including either 261 or 270, 282, 285 and 293, three electives (one of which may be a second Studio course), and a seminar taken during the senior year. Honors in the History of Art will be awarded on the basis of the cumulative average in course work and an extensive research paper prepared in connection with the senior seminar. A minor in the History of Art consists of 104, 150 and three additional courses in the History of Art including at least one pre-modern course. Students planning to apply for graduate studies in the History of Art are advised to acquire or consolidate a fluency in at least one modern and one ancient language.

A concentration in Studio Art consists of 104 and 150; at least one additional course in the History of Art; and seven additional Studio courses including one in each of the following categories:

I. Painting and Printmaking
II. Ceramics and Sculpture
III. Film, Photography, and Video

and a minimum of one workshop. Honors in Studio Art will be awarded on the basis of the cumulative average in course work and distinguished performance in 501-502. A minor in Studio Art consists of 100 or 104, 150, and three additional Studio Art courses at the 200 level.

Students interested in preparing for a professional school of architecture should consult with the Chair as soon as possible.

*History of Art*

**150F,S Introduction to the History of Art.** The role of works of art in the intellectual history of man. Readings on the broad historical background; class discussion of representative examples from various cultures in an effort to gain fluency in reading and comprehending visual forms. Not open to second semester seniors. Adlmann (Fall); McEnroe (Spring).

**151F Architecture and the Environment.** A critical and historical introduction to the study of the man-made environment, considering such issues as the alleviation of biological and psychological stress through architectural design, social purpose, and formal significance. Individual buildings examined in relation to their urban and natural context. Not open to seniors. Carter.

**[259S] American Art.** A survey of art in North America from the period of European colonization to the present. (Offered in alternate years; next offered 1985-86.)

**261F Ancient Art.** The art of Egypt, Mesopotamia, Crete, Greece, and Rome in relation to the philosophical, religious, literary, and political concepts of the times. McEnroe.

**267W Winter Term in Egypt.** A survey of 5,000 years of Egyptian art from the prehistoric through the Pharonic, Hellenistic, early Christian, Coptic, and Islamic periods. Visits to archaeological sites and museums will provide the basis for discussions, and each student will keep a journal. Extra cost. Maximum enrollment, 20.

**270S Mediaeval Art.** A study of the Early Christian and Byzantine tradition, as well as the development in Western Europe from Hiberno-Saxon art through the Carolingian, Ottonian, Romanesque, and Gothic periods. McEnroe.

**282F The Renaissance.** The stylistic development of Renaissance art, from its roots in the fourteenth century to its Mannerist phase in the sixteenth century. McEnroe.

**285S Seventeenth and Eighteenth Century Art.** The origins of the Baroque in Rome, its dissemination throughout Europe and its overseas dominions, and the late Baroque and Rococo transformation. Emphasis on major figures such as Caravaggio, Rubens, Bernini, Velazquez, Vermeer, and Watteau. Carter.

**292S Modern Architecture, 1750 to the Present.** The origins of an essentially modern attitude toward architecture during the late eighteenth

century and its development in the nineteenth and twentieth centuries. Prerequisite, 151. Carter.

**293S Nineteenth and Twentieth Century Painting and Sculpture.** Analysis of the style, subject matter, and content of particular works of art, and discussion of their relationship to the intellectual, political, industrial, economic, social and sexual revolutions of the past 200 years. Prerequisite, 150. Adlmann.

**295S History of Photography.** A survey of the development of the photographic image. Slide lectures and readings exploring history, theory, and aesthetic principles of photography. Prerequisite, 150. (Offered in alternate years.) Liebman.

**[297W] History of Modern Sculpture.** A survey of the major issues in the development of three-dimensional art forms in the twentieth century with special attention given to major figures such as Picasso, Lipchitz, Moore, Nevelson, Smith, Marisol, Judd, and significant media innovations such as collage, assemblage, environment, and conceptual forms. (Offered in alternate years; next offered 1985-86.)

**350W Image and Text.** A seminar examining relationships between language and the visual arts as ways of conveying meaning. Topics include narrative, symbolism, and propaganda, using materials ranging from Egyptian hieroglyphics to modern advertisements. Prerequisite, 150. McEnroe.

**[390S] Seminar in Decorative Arts.** A study of style and social function in the arts of design with special emphasis on furniture. Visits to public and private collections. Prerequisite, 285. (Offered in alternate years; next offered 1985-86.)

**[391F] Neo-Classicism.** Art around 1800 seen as a watershed between Renaissance Humanism and modernism. Topics for discussion include the reinvesting of old forms with new meanings, the revaluation of myth and symbol, the aesthetic dilemma of industrialization, and archaeology and the romanticisation of the past and future. Prerequisite, 150. (Offered in alternate years; next offered 1985-86.)

**[393S] Modern Architecture: Theory and Practice.** A critical examination of the ideas and achievements of Le Corbusier, Mies, and Wright, followed by a discussion of the "post-modernist" reaction. Prerequisite, 292. (Offered in alternate years; next offered 1985-86.)

**[394W] Nineteenth Century American Architecture.** A study of nineteenth century American architectural styles beginning with the Greek Revival, including the Gothic and Romanesque revivals, the High Victorian and Beaux Arts or American Renaissance style. Intended to examine the relationship between eclectic attitudes and originality. Prerequisite, 150 and another course in the history of art. (Offered in alternate years; next offered 1985-86.)

**397F,S Seminar in Modern Art.** Selected topics in the history of nineteenth and twentieth century art; topics drawn from Cubism, Contemporary Art, Romanticism, Surrealism, Abstract Expressionism and others. Prerequisite, 150 and another course in the history of art. Adlmann.

*Studio Art*

**100F,S Design.** An introduction to the visual language in two and three dimensions. A series of projects exploring basic formal and expressive elements, color, composition, space and time relationships, and structural stress. Four hours of studio. Maximum enrollment, 25/section. The Department.

**104F,S Drawing.** Study of the basic elements of drawing, including line, texture, mass, and composition. Students to work from the model during class time, do outside assignments, and participate in group criticism. Four hours of studio. Maximum enrollment, 25/section. The Department.

**121S Language of Film.** Introductory survey of the development of the grammar of film. Screenings, lectures, and readings exploring history, theory, and aesthetic principles of film. Students' papers based on screenings. Four hours. Not open to second semester seniors. MacDonald.

**203F,S Painting I.** Introduction to the study of the methods and techniques of oil painting with emphasis on still life, figures, and landscape. Four hours of studio. Prerequisite, 100. Maximum enrollment, 20. Muirhead (Fall); Salzillo (Spring).

**206F,S Ceramics I.** Introduction to three-dimensional design concepts related to ceramics. Emphasis on a series of projects followed by group criticism and technical aspects of ceramics. Four hours of studio. Maximum enrollment, 20. Palusky.

**208F,S Ceramics II.** Concentration on the technical and aesthetic concerns of functional and sculptural aspects of pottery. Emphasis on porcelain and stoneware, use of the potter's wheel, and high-fired glaze technology. Four hours of studio. Prerequisite, 206. Maximum enrollment, 10. Palusky.

**209F,S Sculpture I.** Basic methods course dealing in problems of form and technique. Work in plaster, clay, wood, and other traditional materials. Group critiques. Four hours of studio. Prerequisite, 104. Maximum enrollment, 15. Von Bergen (Fall); Ashcraft (Spring).

**210W Intermediate Drawing.** Drawing in various modes and media. Course may include further study of anatomy, perspective, and independent conceptual problems. Group criticism. Prerequisite, 104. Maximum enrollment, 20. Salzillo.

**212F,W,S Photography I.** Fundamentals of developing, printing, enlarging, and other basic procedures, including use of cameras. Overcoming of technical difficulties; development of personal style. Additional emphasis on reviewing aesthetic traditions. Critiques of student work. Four hours of studio. Maximum enrollment, 30. Liebman.

**214W Studies in Selected Media.** A course to give the student experience in a single method or technique not normally offered in the curriculum. Winter 1985: Watercolor. Prerequisite, 100 and 104. Maximum enrollment, 20. Muirhead.

**219S Sculpture II.** Exploration of a single method or technique in three-dimensional art. Prerequisite, 209. Maximum enrollment, 15. Ashcraft.

**[222F] Animation.** Various animation techniques. Exploration of cell, collage, photomation, tabletop, and stop motion. Production of short animated films by each student. Prerequisite, 104 or 212.

**235S Intaglio Printmaking.** Study in the process of intaglio printmaking, including etching, engraving, dry point, and hard and soft ground techniques. Students expected to participate in group criticism. Four hours of studio. Prerequisite, 100 or 104. Maximum enrollment, 18. Muirhead.

**237F Lithography.** Study of the techniques of lithography. Group criticism. Four hours of studio. Prerequisite, 100 or 104. Maximum enrollment, 18. Salzillo.

**243F Intermediate Photography.** Further investigation of the photographic process through use of a variety of techniques and equipment, including multiple printing, use of 4x5 camera, and design. Prerequisite, 212. Maximum enrollment, 18. Liebman.

**301F Printmaking Workshop.** Further investigation of a single technique from either the intaglio or lithography processes. Technique to be announced in fall. Prerequisite, 235 or 237. (Offered in alternate years.) Maximum enrollment, 12.

**302S Photography Workshop.** Search for personal style in photography. Exploration of areas such as surreal photographic story and photomontage. May be repeated for credit at increasingly advanced levels. Four hours of studio. Prerequisite, 243. Maximum enrollment, 18. Liebman.

**303S Design and Colour.** A study of colour theory and the use of colour as a design element in painting and printmaking. A series of projects followed by group criticism. Four hours of studio. Prerequisite, 203. Maximum enrollment, 20. Salzillo.

**304S Painting Workshop.** An in-depth exploration of concepts established in Art 203. May be repeated for credit at increasingly advanced levels. Four hours of studio. Prerequisite, 203. Maximum enrollment, 18. Muirhead.

**[309S] Sculpture Workshop.** Further exploration of concepts and techniques developed in 209 and 219. Prerequisite, 219.

**311S Ceramics Workshop.** Introduction to more primitive techniques of low fire ceramics. Course may cover pit fire, raku, or whiteware. Emphasis on design problems and group criticism. May be repeated for credit at increasingly advanced levels. Four hours of studio. Prerequisite, 206. Maximum enrollment, 18. Palusky.

**501-502 Senior Project.** A two-term course during which the studio art concentrator will prepare an exhibition of his or her work. Required of studio art candidates for departmental honors. Students who are not honor candidates must have consent of the Department. The Department.

# Asian Studies

A concentration in Asian Studies requires two courses from among History 235, 236, and 238; Asian Studies 500F; and five additional courses from those listed below as approved by the Committee on Asian Studies. Other courses may be counted toward the concentration upon the approval of the Committee. In addition, appropriate overseas programs may be counted toward the concentration. Honors in Asian Studies will be awarded to concentrators who complete with distinction both Asian Studies 500 and 550. A minor in Asian Studies consists of five courses as approved by the Committee. Students interested in Asian Studies should consult with the Director, Russell T. Blackwood (Philosophy). Other members of the Committee are Professors Rand Carter (Art), Christopher T. Irvin (Economics), Edwin B. Lee (History), Victoria Vernon-Nakagawa (Comparative Literature), Douglas Raybeck (Anthropology), Richard P. Suttmeier (Government), and Jay G. Williams (Religion).

### Asian Studies

**500F Seminar in Asian Studies.** A research-oriented seminar, limited to seniors, culminating in both oral and written presentation. The Committee.

**550S Honors Program.** A project limited to senior concentrators in Asian Studies, resulting in a thesis supervised by a member of the Committee. Prerequisite, 500. The Committee.

### Anthropology

**[224F] Ethnology of Island Southeast Asia**
**[225F] Traditional Chinese Culture and Society**

### Art

**267W Winter Term in Egypt**

### Comparative Literature

**213S Modern Japanese Literature**
**224F Modern Japanese and Chinese Women Writers**
**[257W] Japanese Literature and Film**
**[325S] Images of Otherness in East-West Literary Relations**

### Critical Languages

**201-202 Second Year Chinese (Mandarin)**
**211-212 Second Year Japanese**
**215-216 Second Year Arabic**

**Economics**

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|---|---|
| **[290W]** | **Contemporary China** (Same as Government 290.) |
| **[302W]** | **The Chinese Economy** |

**Government**

| | |
|---|---|
| **211F** | **Politics in China** |
| **212S** | **Politics in Japan** |
| **[290W]** | **Contemporary China** (Same as Economics 290.) |

**History**

| | |
|---|---|
| **235F** | **Japan** |
| **236S** | **China** |
| **238S** | **South Asia** |
| **[335F]** | **Modern Japan** |
| **[336S]** | **Modern China** |
| **439F** | **Historiography** |

**Philosophy**

| | |
|---|---|
| **[311]** | **Islamic Thought** (Same as Religion 311.) |
| **321F** | **Hindu and Buddhist Thought** (Same as Religion 321.) |
| **331F** | **Chinese Religion and Thought** (Same as Religion 331.) |

**Religion**

| | |
|---|---|
| **260F** | **Music as an Expression of Religion** |
| **[311]** | **Islamic Thought** (Same as Philosophy 311.) |
| **321F** | **Hindu and Buddhist Thought** (Same as Philosophy 321.) |
| **331F** | **Chinese Religion and Thought** (Same as Philosophy 331.) |
| **332S** | **Mahayana Buddhism in China and Tibet** |
| **[334S]** | **Religion in Essence and Manifestation** |

## Astronomy

See Physics.

# Biology

## Faculty

Thomas E. Brady, *Chair*
Donna F. Brown
John F. Ellis
David A. Gapp
Sue A. Miller
Eugene C. Putala
Ernest H. Williams

A concentration in Biology consists of 111 and seven additional courses that have 111 as a prerequisite. Two of the courses must be at the 300 level or higher. Winter term courses may not be counted toward the concentration or the minor. A course of study taken at a field station and approved beforehand may be substituted as one course in the concentration or in the minor. Students intending to pursue independent study should consult the Department concerning the courses required as background. Students preparing for graduate studies in biology should take at least one year each of calculus, organic chemistry, and physics. Departmental honors will be determined on the basis of distinguished achievement in course work and in an independent study completed in addition to the concentration requirement. A minor in Biology consists of 111 and four additional courses that have 111 as a prerequisite. One of the courses must be at the 300 level or higher.

**111F General Biology.** The molecular and cellular basis of biological organization, including the processing of matter, energy, and information. Emphasis on the biochemical, genetic, and developmental aspects of life. A knowledge of secondary school biology and chemistry assumed. Three hours of class and three hours of laboratory. Brady.

**112S General Biology.** A study of life at and above the level of the organism. Emphasis on evolutionary processes, on the structure, function, and behavior of metazoans, and on the ecology of populations and communities. Three hours of class and three hours of laboratory. Prerequisite, 111. Williams.

**114S Human Genetics.** A study of the facts and techniques of human genetics and their relationship to contemporary societal problems. A course for those not planning to go on in science. May not be counted toward the concentration or the minor. Ellis.

**115W Protozoology.** The major subphyla of free-living protozoa, with emphasis on culture methods, fixation, staining, and preparation for purposes of identification. Prerequisite, 111. May not be counted toward the concentration or the minor. Maximum enrollment, 12. Ellis.

**120W Female Biology.** A consideration of some basic biological concepts and topics as they relate to females. A course for students not going on in science. May not be counted toward the concentration or the minor. Lecture, discussions and some laboratory exercises. Maximum enrollment, 20. Miller.

**122S General Plant Biology.** A study of plant morphology, structural organization and development, mechanisms of reproduction, physiology, and regulation of growth. Three hours of class and three hours of laboratory. Prerequisite, 111. Putala.

**125W Plants and Man.** Readings and laboratory demonstrations dealing with the history of plant usage in agriculture, medicine, commerce, and art. A course for those not planning to go on in science. May not be counted toward the concentration or the minor. Maximum enrollment, 20. Putala.

**134W Biology of Reproduction.** Physiology and endocrinology of vertebrate reproductive systems; emphasis on hormonal regulation of human reproduction, including pregnancy and parturition. May not be counted toward the concentration or the minor. Maximum enrollment, 20. Gapp.

**221F Microbiology.** The prokaryotic world and the activities of representative microorganisms, including those of ecological and pathological significance. Three hours of class and three hours of laboratory. Prerequisite, 112 or 122. Brown.

**222S Vertebrate Organization.** Functional and historical aspects of the organization of vertebrate tissues and bodies with emphasis on mammalian organization. Three hours of class and three hours of laboratory. Prerequisite, 112. Miller.

**227F Genetics.** Study of the hereditary materials as analyzed by genetic, chemical, and mathematical techniques. Three hours of class and three hours of laboratory. Prerequisite, 112 or 122. Ellis.

**229F Man and the Environment.** The study of soil, water, air, vegetation, and wildlife as they relate to man's existence. Consideration of the problems of feeding an increasing world population and the impacts of pollution, technology, and urban growth on the life support systems of man. May not be counted toward the concentration or the minor. Open to sophomores. Putala.

**231F Plant Diversity.** Survey of the plant kingdom; morphology and life histories of algae, bryophytes, and vascular plants, with emphasis on phylogenetic relations. Three hours of class and three hours of laboratory. Prerequisite, 122. Putala.

**331F Physiology.** Fundamentals of vertebrate physiology emphasizing functional and homeostatic controls which regulate nerve and muscle tissue, and the cardiovascular, respiratory, renal, and endocrine systems. Three hours of class and three hours of laboratory. Prerequisite, 222. Gapp.

**333F Developmental Biology.** Contemporary topics in developmental biology considered in the context of animal embryogenesis. Included in laboratory: study of mammalian and avian developmental anatomy and selected projects which enable students to experience aspects of experimental technique. Three hours of class and three hours of laboratory. Prerequisite, 222. Miller.

**337F Ecology.** The relationships among living organisms and the environment, including the structure and function of ecosystems and the factors that influence the distribution and abundance of plants and animals. Three hours of class and three hours of laboratory or field exercises. Prerequisite, 112 or 122. Open to juniors. Williams.

**[338S] Plant Form and Development.** Structure, development, and variations of vegetative and reproductive organs in seed plants. Two hours of class and four hours of laboratory. Prerequisite, 122. (Offered in alternate years; next offered 1985-86.)

**348S Systematics of Flowering Plants.** Principles of taxonomy of flowering plants, with emphasis on flora of the Northeast. Three hours of class and three hours of laboratory. Prerequisite, 122. (Offered in alternate years.) Putala.

**444S Endocrinology.** An integrative approach to the endocrine systems which regulate growth, metabolism, electrolyte balance, and reproduction; cellular and molecular aspects of hormone secretion and hormone action are emphasized. Three hours of class and three hours of laboratory. Prerequisite, 331. Gapp.

**446S General Biochemistry.** An introduction to the chemical components of cells and the major pathways of energy metabolism in pro- and eukaryotic organisms. Three hours of class and three hours of laboratory. Prerequisite, 112 or 122, and Chemistry 224. Brown.

# Chemistry

**Faculty**
Robin B. Kinnel, *Chair*
Leland E. Cratty
Donald J. Denney
Hamid S. Kasmai

A concentration in Chemistry consists of eight courses, which must include 223-224, 333, 334, two courses chosen from 337, 340, 441, and 442; plus 400. Students may count Biology 446 toward the concentration, but they may not count both Biology 446 and Chemistry 337. Certain courses in Physics and Mathematics are prerequisite for 333 and 335. Students who are considering graduate school are encouraged to participate in Independent Study or other additional work in Chemistry and/or Physics and Mathematics. Departmental honors will be determined on the basis of excellence in course work and in an independent project. A minor in Chemistry consists of five courses, which must include 223-224 and 335 (333). Winter term courses may not be counted toward the concentration or the minor. Students interested in a program leading to a degree certified by the American Chemical Society should consult with the Department as early as possible. At least two semesters of a foreign language, preferably German or Russian, and one semester of computer science are strongly recommended for concentrators.

**100S Environment, Technology and Chemistry.** An exploration of chemical topics of current interest and their relationship to chemical principles. Nuclear and radiochemistry, food and nutrition, drugs and drug therapy, environmental chemistry. Intended for students who do not plan to take more chemistry. Not open to students who have had a course in college chemistry. Includes some laboratory work. Kinnel.

**111F General Chemistry.** An introductory study of fundamental concepts and principles of chemistry with selected applications. The laboratory emphasizes quantitative measurement and analysis. Three hours of class and three hours of laboratory. Credit not allowed for both 111 and 117. Kasmai.

**112S General Chemistry.** A further study of fundamental principles and applications. The laboratory includes an introduction to inorganic qualitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 111. Kasmai.

**114W Topics in Chemical Analysis.** Intensive laboratory work involving samples of environmental interest. Class discussions on sampling, sources of chemical "pollution," and the chemistry, efficacy, and limitations of analytical methods. Field projects and student seminars. Prerequisite, 111. Credit not allowed for both 114 and 117. (Offered in alternate years.) Maximum enrollment, 20. The Department.

**117F Quantitative Analytical Chemistry.** A study of fundamental concepts and principles of chemistry with emphasis on their application in classical quantitative analysis. Recommended for students with better than average preparation in chemistry. Three hours of class and three hours of laboratory. Prerequisite, consent of the Department. Credit not allowed for both 111 and 117. Cratty.

**120W Edible Chemistry.** A first course in nutrition, with an emphasis on understanding the metabolic role of the various nutritional requirements. Some attention to secondary metabolic needs: vitamins, hormones, and trace minerals. Open to students who have not had Chemistry 223 or Biology 111. High school biology or chemistry desirable. Laboratory work included. Maximum enrollment, 20. Kinnel.

**216S Inorganic Chemistry.** The systematic chemistry of elements other than carbon. The periodic nature of chemical and physical properties of selected main group and transition group elements. Laboratory includes synthesis, characterization, and analysis of inorganic compounds. Three hours of class and three hours of laboratory. Prerequisite, 112 or 117. Cratty.

**223F-224S Organic Chemistry.** The extension of chemical principles to the chemistry of carbon compounds, stressing their structure and reactivity. Three hours of class and four hours of laboratory. Prerequisite, 112 or 117. 224 may not be taken as a separate course. Kinnel.

**333F Physical Chemistry I.** Principles of thermodynamics and their application to closed and open systems, phase and chemical equilibrium, thermodynamics of solutions, electrochemistry, kinetic theory and transport processes. Three hours of class and three hours of laboratory. Prerequisite, 112 or 117, Physics 101-102 or 192, and Mathematics 114 or 115 (may be taken concurrently with consent of the instructor). Denney.

**334S Physical Chemistry II.** Elementary quantum theory, atomic and molecular structure and spectroscopy, statistical thermodynamics, chemical dynamics. Three hours of class and three hours of laboratory. Prerequisite, 333. Denney.

**335F** Same course as 333, but without laboratory. Not acceptable for a concentration in Chemistry. Denney.

**336S** Same course as 334, but without laboratory. Not acceptable for a concentration in Chemistry. Denney.

**337F Chemistry of Natural Products.** The structure, synthesis, and biosynthesis of natural products. Examples drawn from terpenes, steroids, alkaloids, fungal metabolites, and marine natural products. Laboratory involves structure proof and synthesis of compounds of interest to natural products chemistry. Three hours of class and three hours of laboratory. Prerequisite, 223-224. Kinnel.

**339F** Same course as 337, but without laboratory. Not acceptable for a concentration in Chemistry. Kinnel.

**340S Physical Organic Chemistry.** Simple Huckel Molecular Orbital theory and its application; study of the concept of aromaticity; introductory perturbation theory. An examination of pericyclic reactions and the control of orbital symmetry. Laboratory exercises include study of a particular synthetic and mechanistic problem using the tools of both physical and organic chemistry. Three hours of class and three hours of laboratory. Prerequisite, 223-224 and 334 (may be taken concurrently). Kasmai.

**400F,S Chemistry Seminar.** Participation in a biweekly seminar which involves guest lectures, faculty and student presentations and an introduction to the chemical literature. Required of senior majors. One half course credit for the year's work. The Department.

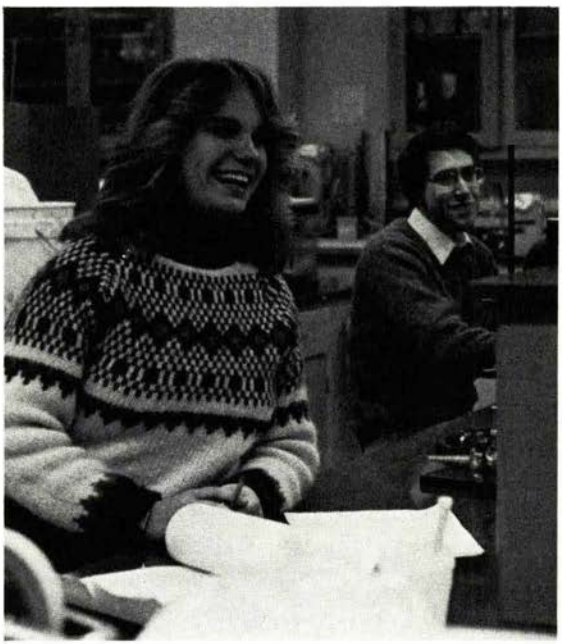
**441F Chemical Instrumentation.** A study of the principles of instrumentation and their application to the characterization of chemical systems. Three hours of class and three hours of laboratory. Prerequisite, 334. Denney.

**442S Inorganic Chemistry.** A consideration of theories of chemical bonding, modern coordination chemistry, and related subjects. Laboratory work includes inorganic preparative techniques and the study of properties of selected compounds. Three hours of class and three hours of laboratory. Prerequisite, 334. Cratty.

**443S** Same course as 442, but without laboratory. Not acceptable for a concentration in Chemistry. Cratty.

## Chinese (Mandarin)

See Critical Languages.



# Classics

## Faculty

James S.A. Cunningham, *Chair*
Mary Margolies

The Department offers concentrations in Classics and Classical Studies. The requirements for a concentration in Classics may be met by the following: either a) six courses in Greek or in Latin and two courses in Classical Studies, or b) four courses in Greek and four in Latin and two courses in Classical Studies. The requirements for a concentration in Classical Studies are the following: one year of Greek or Latin and six courses in Classical Studies. The following courses offered in other departments may be substituted for courses in Classical Studies to satisfy the concentration requirement: Art 261; Comparative Literature 122; Philosophy 201; and Religion 210, 245, and 341. Candidates for departmental honors must achieve an average of not less than 88 in their concentration and must complete with distinction the departmental senior program. The Department also offers minors in Classics and Classical Studies. The requirements for a minor in Classics may be met by the following: either a) four courses in Greek and one course in Classical Studies, or b) four courses in Latin and one course in Classical Studies. The requirements for a minor in Classical Studies are: one year of Greek or Latin and three courses in Classical Studies.

## Greek

**110F Elementary Greek.** Thorough grounding in grammatical forms, syntax, and vocabulary. Written and oral exercises. Elementary readings in the original language. Cunningham.

**120S Elementary Greek.** Further study of grammar, syntax, and vocabulary. Substantial translation of original selections from Greek authors. Prerequisite, 110. Cunningham.

**210F Greek Prose.** Selections from Plato, Lysias, or Xenophon. 1984: Plato. Systematic review of grammar. Margolies.

**311S Homer and Lyric Poetry.** Reading in the *Iliad* or *Odyssey*. Introduction to Homer's literary art. Selections from early Greek elegiac, melic, and iambic poetry. Political, social, and intellectual background of archaic Greece. Prerequisite, 210. (Offered every third year.) Margolies.

**[325S] Greek Historians.** Selections from Herodotus, *The Persian War*, and Thucydides, *The Peloponnesian War*. Introduction to the

origins and development of Greek historical writing. Study of major themes, historiographical principles, and styles. Prerequisite, 210. (Offered every third year; next offered 1985-86.)

**[335S] Greek Drama.** Selected plays read in Greek and in translation. Studies of the origins of Greek drama, both tragedy and comedy. Problems of staging, structure, and themes. Prerequisite, 210. (Offered every third year; next offered 1986-87.)

**390F Topics in Reading Greek Authors.** Topics for 1984: Plato, *Meno* and *Phaedo*. Emphasis on prose writers from different genres. Rhetoric, history and philosophy. Prerequisite, 210. Margolies.

## Latin

**110F Elementary Latin.** Thorough grounding in grammatical forms, syntax, and vocabulary. Written and oral exercises. Elementary readings in the original language. Margolies.

**120S Elementary Latin.** Further study of grammar, syntax, and vocabulary. Substantial translation from Latin authors. Prerequisite, 110. Margolies.

**210F Latin Prose and Poetry.** Selections from Catullus, Cicero, or Ovid. 1984: Cicero. Systematic review of grammar. Cunningham.

**[310S] Roman History.** Selections from Sallust, *Catilina* and *Jugurtha*, and Tacitus, *Annales*. Emphasis on historical outlook and literary merit. Study of the historians' use of sources, narrative techniques, style, and reliability. Prerequisite, 210. (Offered every third year; next offered 1985-86.)

**[331S] Augustan Age Poetry.** Selections from Horace, Virgil, Ovid, Propertius, and Tibullus. Emphasis on poetic techniques and originality, relations to Greek poetry, and literary and ethical views. Consideration of political and social factors of the Augustan period. Prerequisite, 210. (Offered every third year; next offered 1986-87.)

**351S Roman Drama.** Selected plays of Plautus, Terence, and/or Seneca in Latin and others in translation. A survey of the development and technique of Roman drama; relationship of Roman drama to Greek models, comparison of Roman comedy and tragedy. Prerequisite, 210. (Offered every third year.) Cunningham.

**390F Topics in Reading Latin Authors.** Topic for 1984: Cicero, *De Amicitia, De Senectute* and selections from *De Officiis*. Prose and poetry. Prerequisite, 210. Cunningham.

**Classical Studies**

**110F Foundations of Western Civilization: Greece.** An introduction to the history, literature, and thought of ancient Greece. Emphasis on social and political organization. Greece viewed as starting point of later Western civilization. Selected readings from Greek authors in translation. Cunningham.

**120S Foundations of Western Civilization: Rome.** An introduction to the legacy of Rome through the study of its history and literature. Rome's role as a mediator of Greek culture to Western society. Selected readings from Latin authors in translation. Cunningham.

**[230F] Ancient Historians and Historiography.** Readings in Herodotus, Thucydides, Livy, and Tacitus. Lectures on the development of historiography, its relationship to philosophy, politics, literature, science, and the problem of fact and interpretation. (Offered in alternate years; next offered 1985-86.)

**250F Epic Tradition in Greece and Rome.** An introduction to the genre of epic poetry through selected readings of the *Iliad* and the *Odyssey* of Homer, the *Argonautica* of Apollonius, Virgil's *Aeneid,* and Lucan's *Pharsalia*. Attention to questions of originality, continuity, and imitation. (Offered in alternate years.) Margolies.

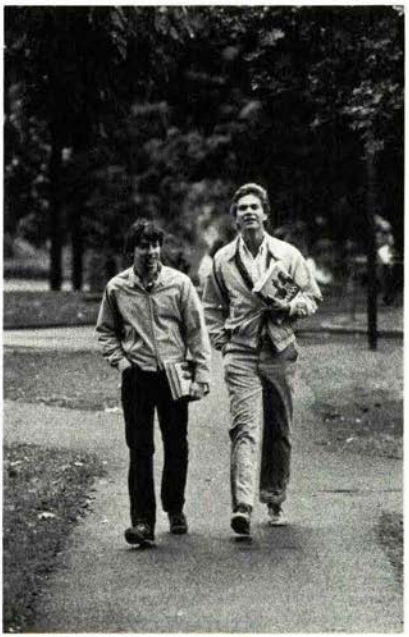
**270S Greek and Latin Tragedy.** Selected plays of Aeschylus, Sophocles, Euripides, and Seneca read in translation. Introduction to Greek and Roman theatre with attention to the problems of the origins of drama in Greece and the evolution of drama in Greco-Roman society. (Offered in alternate years.) Margolies.

**[310S] Roman Law.** Introduction to the legal and judicial systems of Rome. Emphasis on the development of Roman Law into a universal legal code. (Offered in alternate years; next offered 1985-86.)

**335W The Legacy of Greece.** Study trip to Greece including visit to Crete. Readings and discussions during fall semester. Prerequisite, Classical Studies 110, or 250, or Art 261. Extra cost. Maximum enrollment, 25. The Department.

**[340W] The Grandeur of Rome.** Study trip to Italy including Rome, Ostia, Pompeii, Herculaneum, and Cumae. Prerequisite, at least one course in the Department. Extra cost. Maximum enrollment, 25. (Offered in alternate years; next offered 1985-86.)

**450F,S Senior Program.** A project limited to senior concentrators in the Department, resulting in a thesis supervised by a member of the Department. Required of candidates for departmental honors. The Department.



# Comparative Literature

**Faculty**
Carol Rupprecht, *Chair*
Nancy Rabinowitz
Peter Rabinowitz
Victoria Vernon-Nakagawa

A concentration in Comparative Literature consists of nine courses, including five courses designated as Comparative Literature and four courses in literature in the original language. Requirements include Comparative Literature 211 and 297, and either two literature courses numbered 210 or above in each of two foreign languages, or two courses numbered 210 or above in one foreign language and two courses in English or in American literature numbered 200 or above. Comparative Literature 211 should be completed before the junior year; concentrators are urged to take 495. Only one 100-level course may be counted toward the concentration. A student may count selected courses from other departments toward the Comparative Literature concentration, subject to the restriction on 100-level courses in the concentration. Please consult departmental faculty. It is to the student's advantage to begin foreign language study early; those planning graduate work in literature are urged to take two additional courses in a national literature. Honors will be awarded on the basis of the cumulative record and performance on an honors thesis (Comparative Literature 498) in the senior year.

A minor in Comparative Literature consists of five courses, including: either 211 or 297; two other courses designated as Comparative Literature; and two other courses in Comparative, English, or foreign literature. Only two 100-level courses may be counted toward the minor.

**[111F]-121S Introductory College English.** Instruction in writing through discussion, tutorials, and individual conferences. Frequent essays of various lengths written both inside and outside of class. Readings in expository prose. Special emphasis on language training with practice in speaking and reading Standard English. Placement by consent of instructor. Equivalent to English 110-120; same as English 111-121. Open only to freshmen and sophomores. Maximum enrollment, 10. Rupprecht.

**[122F] The Myth of Electra.** A comparative study of classical and modern dramatic treatments of the Orestes-Electra story. Readings from Aeschylus, Sophocles, Euripides, Hofmannsthal, Sartre, Giraudoux, and O'Neill. (Offered in alternate years; next offered 1985-86.)

**[123S] Women in Medieval and Renaissance Literature.** Focus on women authors and representations of women in selected German, Spanish, French, Italian, and English texts: lyric, epic, prose, and drama. Authors include Hroswitha, Christine de Pisan, Marguerite de Navarre, Louise Labé, Dante, Petrarch, St. Theresa of Avila, Castiglione, Rabelais, and Shakespeare. (Offered in alternate years; next offered 1985-86.)

**141F Studies in Short Fiction.** A comparative study of the uses of short fiction, including satire, tale, prose poem, short story and novella. Readings to include works by Akutagawa, Baudelaire, Borges, Conrad, García Márquez, Poe, Swift, Tanizaki, and Voltaire. (Offered in alternate years.) Vernon-Nakagawa.

**142S Twentieth Century Fiction.** An introduction to the critical analysis of literature. Readings include works by Chekhov, Proust, Kafka, Mann, Gide, Woolf, Lessing, Duras, Borges, and García Márquez. Not open to juniors and seniors. (Offered in alternate years.) N. Rabinowitz.

**211F Introduction to European Literature I.** Study of representative texts in Western literature from the classical period to the seventeenth century, including selections from the Bible and works by Homer, Virgil, Dante, Shakespeare, and Calderon de la Barca. Not open to seniors except by consent of instructor. Rupprecht.

**[212F] Introduction to European Literature II.** Study of representative texts in Western literature from the eighteenth century to the present, including selections by Goethe, Flaubert, Dostoyevsky, Ibsen, Brecht, and others. Not open to seniors except by consent of instructor. May be taken without 211.

**213S Modern Japanese Literature.** A study of modern poetry and fiction with special attention to their relationship to the Japanese literary tradition. Readings to include works by Soseki, Yosano, Kawabata, Tanizaki, Enchi, Ebuse, Mishima, and Keiko. (Offered in alternate years.) Vernon-Nakagawa.

**222W Nineteenth Century Russian Literature: The Hero as Failure.** Emphasis on the recurring image of a weak male protagonist unable to come to terms with a stronger, more adaptable woman. Analysis of the theme as both a reflection of Russian attitudes toward love and a metaphorical expression of political frustration in a repressive society. Readings by Pushkin, Lermontov, Gogol, Turgenev, Dostoyevsky,

Tolstoy, Chekhov, and others. (Offered in alternate years.) Maximum enrollment, 25. P. Rabinowitz.

**[223S] Literature of Imperialism.** A study of nineteenth and twentieth century works which describe the great Western attempt to dominate world culture. Readings include works by Conrad, Kipling, Flaubert, Forester, Perse, Camus, Endo, and Gordimer. (Offered in alternate years; next offered 1985-86.)

**224F Modern Japanese and Chinese Women Writers.** A comparative study of poetry and fiction by twentieth century women writers in Japan and China. Special focus on differences in the way the woman writer defines the role of women in Japan and China, using Hong Kingston as a cultural bridge. Readings to include works by Chen, Chiang Enchi, Hayashi and Kurahashi as well as poetry by such early feminist poets as Yosano and Ch'iu Chin. (Offered in alternate years.) Vernon-Nakagawa.

**[241F] Tragedy.** The development of tragic drama from classical times to the present. Works by Aeschylus, Sophocles, Euripides, Shakespeare, Racine, Ibsen, Pirandello, and O'Neill. Selected readings in the theory of tragedy. (Offered in alternate years.)

**242S Comic Fiction.** The development of comic prose forms since the eighteenth century. Includes works from Swift and Voltaire to Vonnegut and Robbins, as well as an examination of critical materials on humor and comedy. (Offered in alternate years.) Vernon-Nakagawa.

**245F Modern Drama and Theatre.** Exploration of the literary and theatrical dimensions of plays by major nineteenth and twentieth century dramatists. Emphasis on the ways in which issues of gender are used to shape the work of art. Readings to include works by Büchner, Ibsen, Strindberg, Chekhov, Beckett, Brecht, Stein, Hellman, and others. Prerequisite, one course in Comparative, English, or foreign literature, or one course in Theatre. (Same as Theatre 245.) (Offered in alternate years.) N. Rabinowitz and Bellini-Sharp.

**[257W] Japanese Literature and Film.** Study of the interaction of film and literature in creating a historical perspective upon Japanese culture. Resnais' *Hiroshima Mon Amour* (screenplay by Duras) to be considered for comparison, along with films by such masters as Kurosawa, Mizoguchi, Naruse, Imamura, and Oshima, and literature by Saikaku, Akutagawa, Kawabata, and Abe. (Offered in alternate years.) Maximum enrollment, 30.

**258S Opera.** A study of the literary and musical dimensions of operas by major composers from Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Readings to include such works as *The Marriage of Figaro, Tristan and Isolde, Der Rosenkavalier,* and *Wozzeck.* Prerequisite, two courses in literature, or two courses in music, or one course in each field, or consent of instructors. (Same as Music 258.) (Offered in alternate years.) P. Rabinowitz and Bonta.

**271S European Literature: The Major Periods.** Topic for 1984-85: Ancient Myths. Readings in the Bible and in Babylonian, Greek, and Roman mythology, with specific attention to those myths that have reappeared most noticeably in Western European literature. Gilgamesh, Inanna, Enuma Elish, the Bible, Hesiod, Aeschylus, Homeric hymns, Ovid, and others. Rupprecht.

**297S The Study of Literature: Critical Tools.** Exploration of the kinds of questions that may be asked about literary texts in themselves, and in relation to such disciplines as history, philosophy, and psychology. Critical theory, drama, poetry, and fiction. Prerequisite, two courses in Comparative, English, or foreign literature. Open to sophomores. P. Rabinowitz.

**[325S] Images of Otherness in East-West Literary Relations.** Images of Japan in the West and of the West in Japan as reflected in nineteenth and twentieth century literature, criticism, and popular culture. Readings include texts by Barthes, Hearn, Clavell, Ogai, Endo, Oe, and Nosaka. Prerequisite, two courses in Comparative, English, or foreign literature. (Offered in alternate years; next offered 1985-86.)

**[340S] Topics in Genre Studies.** Prerequisite, two courses in Comparative, English, or foreign literature, or consent of instructor. (Offered in alternate years; next offered 1985-86.)

**351S Literature and Psychology.** Introduction to methods of interdisciplinary study. Exploration of specific topics in Freud, Jung, and others, followed by application of psychological insights to close readings of selected literary texts such as *King Lear, Faust,* and *Wuthering Heights.* Prerequisite, two courses in Comparative, English, or foreign literature, or consent of instructor. Open to juniors. (Offered in alternate years.) Rupprecht.

**[352S] Literature and Ethics.** Study of literature as a vehicle for moral concerns and of the relevance of ethics to literary judgment.

Special emphasis on popular literature, feminist and Marxist criticism, and the problems raised by censorship and pornography. Selected novels, plays, and criticism by such writers as Plato, Ibsen, Dostoyevsky, Tolstoy, Spillane, Booth, Lenin, Drabble, Piercy, and others. Prerequisite, two courses in Comparative, English, or foreign literature. (Offered in alternate years; next offered 1985-86.)

**[390F] Topics in Feminist Criticism: Major Women Authors.** A study of the prose texts of women writers. Considers such questions as female tradition, female style, and female subject matter. Readings from the following authors: Wollstonecraft, de Staël, Austen, Sand, Eliot, Woolf, Colette, Duras, Wolf, and Wittig. Prerequisite, two courses in Comparative, English, or foreign literature. (Offered in alternate years; next offered 1985-86.)

**395F Author and Influence: Problems in Comparative Methodology.** Topic for 1984-85: Shakespeare. Study of a major author in the international literary context. Emphasis on his relationship to historical events, other literary figures, and the reading public. Prerequisite, two courses in Comparative, English, or foreign literature. (Offered in alternate years.) Rupprecht.

**495F Methods and Problems of Translation Theory.** Seminar for advanced students with proficiency in at least one foreign language. Discussion of theoretical readings and comparative analysis of translations. Supervised independent work. Open to seniors. Maximum enrollment, 12. Rupprecht.

**498S Senior Program.** A project limited to senior concentrators in Comparative Literature, resulting in a thesis supervised by a member of the Department. Required of candidates for departmental honors. The Department.

## Computer Science

See Mathematics and Computer Science.

## Creative Writing

See appropriate courses in English.

# Critical Languages

## Faculty

Mary Beth Barth, *Director of Critical Languages Program*

Under the self-instructional Critical Languages Program, students work independently with written and recorded material, and meet three times a week in small groups with a native speaker of the target language. Twice each term the student's progress and achievement are evaluated by an external examiner. With a few exceptions, the languages are offered for a two-year sequence, and the emphasis is on oral proficiency. Languages offered for each year are determined by: student interest; the availability of qualified native speakers, examiners, and suitable material; and sometimes curricular needs. Since students are expected to do a great deal of independent work, they must be highly motivated and self-directed.

For the academic year 1984-85, the following introductory courses will be offered:

**115F-116S First Year Arabic**

**215F-216S Second Year Arabic**

**101F-102S First Year Chinese (Mandarin)**

**201F-202S Second Year Chinese (Mandarin)**

**105F-106S First Year Modern Greek**

**205F-206S Second Year Modern Greek**

**110F-120S First Year Italian**

**130F-140S Second Year Italian**

**111F-112S First Year Japanese**

**211F-212S Second Year Japanese**

**117F-118S First Year Polish**

**121F-122S First Year Swahili**

**221F-222S Second Year Swahili**

**123F-124S First Year Swedish**

**223F-224S Second Year Swedish**

## Dance

See Theatre and Dance.

# Economics

**Faculty**

James Bradfield, *Chair*
Jerry M. Evensky
Christopher T. Irvin
Elizabeth J. Jensen
Derek C. Jones (FWS)
Christopher Klisz
Jeffrey L. Pliskin
Daniel J. Richards (F)
Sidney Wertimer, Jr.
James R. White

A concentration in Economics consists of 100, 110, 265, 275, 285, and four elective courses. The four elective courses must include: at least one 400-level course other than 490; at least one course chosen from 302, 305, 325, 340, 350, 365, or 375; and no more than one course chosen from 140, 150, 180, or 230. Economics 130 may not be used as one of the four electives. Concentrators must complete 265, 275, and 285 by the end of the junior year so that they may apply these analytical tools in a 400-level course. Exemption from this timing requirement may be granted in unusual cases. Economics 400, 410, and 430, differential and integral calculus, and linear algebra are recommended for students planning graduate work in economics. For students planning graduate work in business, or working for honors in the concentration, differential and integral calculus is recommended, as well as Economics 400, 410, 425, and 430. Departmental honors will be awarded to concentrators who complete 450 and 451, and who have strong records in the Department, particularly in those two courses. A minor in Economics consists of 100, 110, 275, 285, and any one additional course other than 130.

**100F,S Introduction to Macroeconomics.** National Income: its measurement and the determination of production and employment levels. The role of the government in the economy, particularly fiscal policy. The money supply, monetary policy, and inflation. International trade and payments. The Department.

**110F,S Introduction to Microeconomics.** The price system as a mechanism for determining which goods will be produced and which inputs employed. Profit maximizing behavior of firms under differing competitive conditions. Pricing of factors of production and income distribution. Taxation, discriminatory pricing, and government regulation. The Department.

**130W Survey of Economics.** A study of the fundamental concepts and theories used to analyze the economic problems faced by society and the means by which they may be solved. Emphasis on theory rather than

description. May not count toward the concentration or the minor. Not open to students who have taken 100 or 110. Maximum enrollment, 50. Evensky.

**[140W] The World Economy.** An introduction to the principles of international economics. The relationship between domestic monetary and fiscal policies and exchange rates and the balance of payments. International economic interdependence and the problem of international coordination of policies. Reform of the international monetary system. Tariffs and quotas. The New International Economic Order. Emphasis on theory and policy analysis rather than description. Not open to students who have taken 333. (Next offered 1985-86.) Maximum enrollment, 30.

**[150W] Industrial Relations.** An interdisciplinary study of problems emerging from the employer-employee relationship. Union history, structure, and government. Collective bargaining and the role of the government in labor matters. The American labor movement from a comparative perspective. Special attention to contemporary problems, such as strikes in the public sector. (Next offered 1985-86.) Maximum enrollment, 30.

**180F Introduction to Financial Markets.** An elementary presentation of the analytical methods used by economists to study the behavior of prices of financial securities. Empirical and theoretical relationships governing the tradeoffs between risk and return. Efficient market hypothesis, random walks, and the capital asset pricing model. Empirical studies of various stock market investment strategies. Bradfield.

**208F The Economics of Public Policy.** Selected topics in intermediate microeconomic theory and the application of these topics to public policy programs. Application of the basic model of linear regression to public policy analysis. Cost-benefit analysis and decision analysis. Intended primarily for Public Policy concentrators and for students not concentrating in Economics. Prerequisite, 110 and one of the following two courses: 265, or Government 230. White.

**230S Accounting.** An elementary study of how the financial transactions of a business firm are usually classified, analyzed, recorded, and interpreted. Emphasis on the theory and function of accounting, with bookkeeping techniques introduced as a means to this end. Open to sophomores. Wertimer.

**235S Industrial Organization and Public Policy toward Business.** Analysis of the relationship between market structure and industry performance. The antitrust laws and their application, interpretation, and enforcement. Regulation as an alternative to market-determined decisions. Emphasis throughout on applied microeconomic theory. Prerequisite, 110. Jensen.

**245F Money and Banking.** The Federal Reserve System, commercial banks, and the control of the money supply. Structure of the banking industry. Goals and tools of monetary policy. Prerequisite, 100. Klisz.

**265F,S Economic Statistics.** An introduction to the basic concepts of probability and statistics. Topics include descriptive statistics, probability theory, estimation, hypothesis testing, and introduction to the linear regression model and some of its extensions. Primary emphasis on establishing the basic concepts that underlie statistical inference, and on applications of the linear regression model to economics. The use of computer statistical packages. Laboratory used to review assigned problems and to introduce material on the computer. Three hours of class and 75 minutes of laboratory each week. No previous experience with computers is necessary. Prerequisite, 100 and 110, or consent of instructor. Pliskin (Fall); White (Spring).

**275F,S Microeconomic Theory.** The theory of consumer behavior. Theories of the firm and market structures. Theories of resource allocation, pricing, and income distribution. General equilibrium and economic efficiency. Prerequisite, 100 and 110. Irvin (Fall); Jensen (Spring).

**285F,S Macroeconomic Theory.** National income accounting; theories of income determination; theories of consumption, investment, and the demand for money; unemployment and inflation; theories of economic growth. Prerequisite, 100 and 110. Klisz (Fall); Richards (Spring).

**[290W] Contemporary China.** Study trip to the People's Republic of China. Focus upon political and economic organizations, political life, economic policy, and performance. Visits to government offices, universities, communes, hospitals, and factories. Prerequisite, one of the following: Economics 302 or 325; Government 211; History 236, or 336. Extra cost. (Same as Government 290.) Maximum enrollment, 25.

**[302W] The Chinese Economy.** Historical, institutional, and topical study of the Chinese economy, concentrating on the period after 1949.

Analysis of problems including Chinese agriculture and industry, price formation and planning, and alternative approaches to development. Prerequisite, 100 and 110. (Offered in alternate years; next offered 1985-86.) Maximum enrollment, 25.

**[305S] Workers' Participation in Management and Self-Management.** An examination of the history, theory, performance, and future prospects for the development of schemes which allow for workers' participation in management, including self-management. Concentration on producer cooperatives, co-determination, and similar schemes in Europe and the United States. Prerequisite, 100 and 110. (Offered in alternate years; next offered 1985-86.)

**[315W] Environmental Economics.** The problems of market breakdown caused by existence of common property resources. The general problem of determining public policy to correct for market breakdown. Prerequisite, 100 and 110. (Offered in alternate years; next offered 1985-86.)

**325F Comparative Economic Systems.** A comparative analysis of market and centrally planned systems. Criteria for evaluation. An examination of market, command, mixed, and market socialist economies. Prerequisite, 100 and 110. Irvin.

**333S International Economics.** The theoretical basis of international trade and the relationship between trade and the national economy. Tariffs, customs unions, exchange rates, international monetary problems, and the mechanisms of adjustment. Prerequisite, 100 and 110. Pliskin.

**335F Public Finance.** Analysis of government spending and taxation as these impinge on questions of stabilization, resource allocation, and income distribution. Issues of fiscal federalism. Prerequisite, 100 and 110. (Offered in alternate years.) White.

**340S Economic Development.** Analysis of the process of development in low income countries. Alternative models of growth. Population growth, education, and labor supply; savings and capital supplies. Patterns of resource use, planning models, and project choice. Distributional issues in the growth process. Prerequisite, 100 and 110. Irvin.

**[345S] Economic Analysis of Urban Areas.** The location, size, and growth of cities. The theory of income distribution applied to urban

Black poverty. Location theory and the spatial distribution of activity within the city. Analysis of selected urban problems and proposed solutions. Prerequisite, 100 and 110. (Offered in alternate years; next offered 1985-86.)

**350W Marx as an Economist.** An evaluation of Karl Marx's economic writings and impact on subsequent economic thinking as distinct from political or social theory or policy. A thorough reading of Volume I of *Das Kapital* will be undertaken along with selections from his other works as well as later writing of other economists. Prerequisite, 100 and 110. Maximum enrollment, 25. Wertimer.

**365W Economic Analysis of American History.** An examination and explanation of the development of the American economy focusing on major topics such as economic growth, monetary change, and public finance. Specific issues to be studied include the economics of slavery, the development of a national banking system, and the causes of the Great Depression. Prerequisites, 100 and 110. Jensen.

**375S Seminar in the History of Economic Thought.** A review of economic theory from the time of the early Greeks to the present. Prerequisite, 100 and 110. Wertimer.

**390F Labor Economics.** An economic analysis of labor market topics including trade unions, minimum wage legislation, unemployment, wage structure, labor mobility, human capital, and labor's share of the national income. Prerequisite, 100 and 110. (Offered in alternate years.) Evensky.

**400S Introduction to Econometrics.** An introduction to econometric methods that are frequently used in the statistical analysis of economic phenomena. Topics include the classical linear regression model, heteroskedastic and autocorrelated disturbances, stochastic regressors, and simultaneous equations models. Prerequisite, 265. Pliskin.

**405F Macroeconomic Forecasting and Computer Simulation.** The application of computer based macroeconometric models to forecasting and to simulating the effects of monetary and fiscal policies. Topics include macroeconomic theory, stabilization policy, and the construction, use and evaluation of macroeconometric models. Review of some empirical work on macroeconomic issues. Extensive use of the computer to simulate macroeconometric models. No previous experience with computers is necessary. Prerequisite, 265 and 285. Pliskin.

**410F Topics in Microeconomics.** Advanced treatment of selected topics in microeconomic theory and their applications. Applications of the calculus to microeconomic theory. Prerequisite, 275 and Mathematics 114 or 115, or consent of instructor. White.

**412W Topics in Monetary Economics.** Survey of recent financial innovations and regulatory reforms pertaining to the banking industry. Analysis of their impact on competition between banks and other financial intermediaries and on the effectiveness of monetary policy as a macroeconomic stabilization device. Prerequisite, 245 and 285, or consent of instructor. Klisz.

**425S Theory of Financial Markets.** Application of microeconomic theory to describe optimal portfolio construction and the equilibrium risk/return tradeoffs exhibited in security markets. A survey of empirical tests of the efficient market hypothesis and the capital asset pricing model using studies of stock splits, mutual funds, insider trading, and closed-end investment companies. Pricing of options. Students need not take 180 prior to this course. Prerequisites, 265 and 275, or consent of instructor. Bradfield.

**430S Topics in Macroeconomics.** An excursion into some advanced areas not covered in 285. Some emphasis on recent developments in monetary theory and their application to macroeconomic issues. Prerequisite, 285. (Offered in alternate years.) Maximum enrollment, 20. Richards.

**450F Research Seminar.** Each student will work intensively on a topic of his or her choice in close cooperation with the instructor and other interested members of the Department. Weekly meetings will be held to hear progress reports and to discuss research techniques pertinent to student topics. Papers will be presented to the Department at the end of the term. Candidates for honors must complete this course and 451; exemptions will be considered in unusual cases. Prerequisites, 265, 275, 285, and permission of the Department. Bradfield.

**451S Research Seminar.** Same as 450, except that students who complete 450 must choose a substantively different research topic for 451. Prerequisites, 265, 275, 285, and permission of the Department. Pliskin.

**490S Seminar on Policy Evaluation.** Examination of methods and principles for evaluating public policies. Perspectives on policy analysis from economics, philosophy, and political science. Case studies of policy evaluation, including regulation, taxation, and energy. Prerequisite, senior concentrator in Public Policy or consent of instructor. (Same as Government 490 and Philosophy 490.) Eismeier, Simon, and White.

# English

## Faculty

Frederick Wagner, *Chair*
George W. Bahlke
Edwin Barrett (Theatre and Dance)
Austin Briggs (F)
Jean D'Costa (FWS)
Janet Halley
Stuart Kurland
Dwight Lindley
Ivan Marki
Irene McKinney
John H. O'Neill
A.B. Paulson
William Rosenfeld
Gregory M. Sadlek
Nathaniel Strout
Abby H.P. Werlock

The Department offers concentrations in English and Writing, as follows:

## English

A concentration consists of eight courses in English and American literature, including 200 and three other courses in literature before 1800. These latter should ordinarily be elected before the courses in literature after 1800. Starting with the Class of 1986, one of the courses offered for the concentration must be at the 400 level (410, 412, 418, and 421 may not be offered for the concentration in English). Comparative Literature 297 may count toward the concentration but not toward the minor. Concentrators may elect to take written and oral examinations in English late in their senior year; if they earn a grade of B+ or better on the examination and a cumulative average of B+ or better in the courses they take for their concentration, they will receive departmental honors in English. Starting with the Class of 1985, an alternate path to honors is available: concentrators who earn a B+ or better in English 450 and earn a cumulative average of B+ or better in the courses they take for the concentration will receive departmental honors in English. A minor consists of five courses in English and American literature, including 200 and one other course in literature before 1800.

## Writing

For the Class of 1985, a concentration consists of eight courses: 200; 203; 205; 410; a course chosen from among 412, 418, and 421; a second course in literature in the original; 550; and one of the following: a third writing course at the 400 level, a third course in literature in the original, or a second independent project in writing. Students may take no more than one writing course a term (410, which must be taken no later than spring of the junior year, is the sole exception; see description); therefore, those who wish to concentrate must complete either 203 or 205 by the end of the sophomore year.

Beginning with the Class of 1986, a concentration in Writing consists of eight courses: five courses in English and American literature, including 200, one other course in literature before 1800, and one course in literature after 1800; 203 and 205; and a course chosen from among 412, 418, and 421. Students may take no more than one writing course a term; those who wish to concentrate must complete either 203 or 205 by the end of the sophomore year.

Concentrators are urged to develop proficiency in a foreign language. For departmental honors the concentrator may submit a collection of manuscripts, including (1) an essay and (2) poems, stories, or plays. The essay may be a formal essay in literary criticism, an essay on a subject other than literature, or a familiar essay; the second portion may include ten poems, three short stories, or two one-act plays. Students who earn a B+ or better on this writing and a B+ or better cumulative average for the courses taken for the concentration will receive departmental honors in Writing. A minor consists of 200, 203, 205; either 412 or 418; and a second course in literature in the original.

**110F-120W,S Introductory College English.** Instruction in writing through discussion, tutorials, and individual conferences. Frequent essays of various lengths written both inside and outside of class. Readings in modern and ancient literature. A student who fails 110 or 111 for some reason other than neglect of work and then passes 120 or 121 may, on the recommendation of the Department, receive a revised grade of D− for 110 or 111. Open only to freshmen and sophomores. Maximum enrollment in each section of 120W is 12. The Department.

**[111F]-121S Introductory College English.** Instruction in writing through discussion, tutorials, and individual conferences. Frequent essays of various lengths written both inside and outside of class. Readings in expository prose. Special emphasis on language training with practice in speaking and reading Standard English. Equivalent to 120; same as Comparative Literature 121. Placement by consent of instructor. Open only to freshmen and sophomores. Maximum enrollment, 10. Rupprecht.

**125W Introductory Writing: Fiction and Poetry.** Introduction to fundamental techniques of fiction and poetry. Regular writing and reading assignments as well as critiques in class. Two and one half hours of class each day. Prerequisite, 110 or its equivalent. Does not count toward a concentration in writing. Not open to students who have taken 203 or 205. Order of priority: seniors, juniors, sophomores, freshmen. Maximum enrollment, 16. W. Rosenfeld.

**200F,S Introduction to Poetry in English.** Close reading and discussion of works by such writers as Chaucer, Spenser, Shakespeare, Wordsworth and Dickinson. Emphasis on analyzing texts and communicating the analyses in discussion and five essays. Prerequisite, 110 or 111 with a grade of at least C−, or its equivalent, or 120 or 121. The Department.

**202F,S Intermediate Expository Writing.** For students who have not taken 120 and need intensive practice in writing lucid, coherent expository prose. Prerequisite, either 110 or 200 or the equivalent, and consent of instructor. Open only to sophomores and transfer students. Maximum enrollment, 12. Wagner.

**203F,S Introductory Writing: Poetry.** The fundamental techniques of writing poetry. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings. Prerequisite, 200 (which may be taken concurrently). Open to sophomores. Order of priority: sophomores, juniors, seniors. Maximum enrollment, 16. W. Rosenfeld (Fall); McKinney (Spring).

**205F,S Introductory Writing: Fiction.** The fundamental techniques of writing fiction. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings. Prerequisite, 200 (which may be taken concurrently). Open to sophomores. Order of priority: sophomores, juniors, seniors. Maximum enrollment, 16. McKinney, Paulson, W. Rosenfeld (Fall); McKinney, Paulson (Spring).

**[210W] Charles Dickens.** *Oliver Twist, Great Expectations, Our Mutual Friend.* Prerequisite, 200. Not open to seniors. (Offered in alternate years; next offered 1985-86.) Maximum enrollment, two sections of 12 each.

**220S Introduction to Nineteenth Century English Literature.** Study of the main trends in nineteenth century poetry and the novel through analysis of representative works by Wordsworth, Keats, Byron, Dickens, Thackeray, Meredith, Hopkins, and Hardy. Prerequisite, 200. Not open to seniors or to students who have taken 347 or 438. Lindley.

**224W Personal Literature of the Augustan Age.** Literature of private life written by English women and men between 1660 and 1800, including diaries, journals, letters, and autobiographies. Readings to include works by such authors as John Bunyan, Samuel Pepys, Mary Wortley Montagu, Charlotte Charke, Horace Walpole, James Boswell, Fanny Burney, and Hester Lynch Thrale. Prerequisite, 200. Maximum enrollment, 24. O'Neill.

**225W Modern and Contemporary Women Poets.** American women poets from Dickinson to the present. Readings of poetry and prose by such authors as Moore, Stein, H.D., Sexton, Plath, Broumas, Brooks, Lorde, Rich, Harjo, and Forché. Attention to issues of gender, class, and ethnicity. Prerequisite, 200. Open to sophomores. Maximum enrollment, 24. Halley.

**230S The "Gothic" Tradition in English and American Literature.** "Medievalism," "the sublime," gender mythologies, the supernatural, the perverse. Readings in works by such authors as M.G. "Monk" Lewis, Byron, Poe, Emily Brontë, Hawthorne, and Faulkner. Prerequisite, 200. Not open to seniors. (Offered in alternate years.) Maximum enrollment, 50. Briggs.

**244S Introduction to Shakespeare.** Literary analysis of representative comedies, histories, tragedies, and romances. Prerequisite, 200. Not open to juniors and seniors. Strout.

**275S Contemporary American Short Fiction.** A study of American short story writers since 1945 whose stories continue but also expand the traditions established by Poe, Twain, James, and Hemingway. Writers to be read include Beattie, Baldwin, Capote, Cheever, Coover, Malamud, Paley, Tyler, and Walker. Prerequisite, 200. Maximum enrollment, 50. Paulson.

**279W Reading Poetry.** The relevance of formal conventions to poetic expression. Traditional genres; versification (meter, rhyme, stanza, etc.); exercises in explication. Prerequisite, 200. Not open to senior concentrators. Maximum enrollment, 24. Marki.

**280S Chaucer.** A study of three dream-vision poems, *Troilus and Criseyde,* and major selections from *The Canterbury Tales.* Not open to senior concentrators. Prerequisite, 200. Sadlek.

**[281F] Old English.** An introduction to the language and literature of England before the Norman Conquest. Study based upon Old English readers, accompanied by lectures on the history, structure, and vocabulary of the English language. Prerequisite, 200. (Offered in alternate years; next offered 1985-86.)

**283F Middle English Literature: 1100-1500.** Medieval English literature excluding Chaucer with focus on the fourteenth century. Reading includes *The Pearl,* Malory's *Morte Darthur, Sir Gawain and the Green Knight,* selections from *Piers Plowman,* and Middle Scots

Poetry. Examination of a wide range of genres: the romance, debate, lyric, drama, and allegorical dream vision. Prerequisite, 200. (Offered in alternate years.) Sadlek.

**287F English Literature: 1500-1603.** Major works by sixteenth-century authors. Emphasis on poetry, prose, and drama by Spenser, Sidney, Marlowe, and Shakespeare. Prerequisite, 200. Strout.

**[288S] English Literature: 1603-1660.** Major works by early seventeenth-century authors, excluding Milton. Emphasis on poetry, prose, and drama by Shakespeare, Donne, Jonson, Herbert, and Marvell. Prerequisite, 200. Open to sophomores. (Next offered 1985-86.)

**289F English Literature: 1660-1744.** Major works in prose and verse of the Restoration and early eighteenth century, emphasizing the writings of Dryden, Swift, Pope, and Addison and Steele. Prerequisite, 200. O'Neill.

**290S English Literature: 1745-1800.** Major works in prose and verse of the late eighteenth century, emphasizing the novelists, particularly Sterne, Fielding, and Austen; and Johnson and Boswell. Prerequisite, 200. Open to sophomores. O'Neill.

**302S American Literary Autobiography.** Study of the forms through which American writers have sought to embody the search for self-discovery and the process of self-examination. Works by such authors as Franklin, Douglass, Thoreau, Twain, James, Henry Adams, Stein, Hemingway, Cummings, Henry Miller, Kerouac, Hellman, and Richard Rodriguez. Prerequisite, 200. Open to sophomores. (Offered in alternate years.) Maximum enrollment, 50. Wagner.

**303W Modern British and American Drama.** Representative plays by such authors as Wilde, Shaw, Synge, T.S. Eliot, Pinter, Stoppard, O'Neill, Williams, Miller, and Albee. Prerequisite, 200. Open to sophomores. Order of priority: seniors, juniors, sophomores. Maximum enrollment, 30. Wagner.

**306F Poetry of the Renaissance and Twentieth Century.** A review of the problems involved in the analysis of poetry. An exploration of the relationship between poetry of the English Renaissance and modern poetry, focusing on the reappearance of such characteristics as irony, wit, and dramatic and meditative modes. Poems drawn primarily from the work of Shakespeare, Donne, Herbert, Marvell, Hopkins, Yeats, T.S. Eliot, and Thomas. Prerequisite, 200. (Offered in alternate years.) Bahlke.

**307F Nineteenth Century American Literature.** Representative works by Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson, and Mark Twain. Prerequisite, 200. Wagner.

**309S Twentieth Century American Literature.** Representative works by James, Frost, Pound, T.S. Eliot, Faulkner, Hemingway, Stevens, and others. Prerequisite, 200. Open to sophomores. Marki.

**[321S] The Tortured Sensibility.** A study of five women novelists, with close reading of texts to explore techniques of prose fiction and the treatment of cross-cultural, ethnic, and gender issues. Texts representatively drawn from Rhys (Anglo-Caribbean), McCullers (Southern American), Gordimer (South African), Jhabvala (Indian), and O'Brien (Irish). Prerequisite, 200. Open to sophomores. (Offered in alternate years; next offered 1985-86.)

**347F English Romantic Poetry.** The art and thought of the major English Romantic poets, including Blake, Coleridge, Wordsworth, Keats, and Shelley. Prerequisite, 200. Lindley.

**352S British Literature from Hardy to World War I.** Selected readings in poetry and the novel in this transitional period, with emphasis on the poetry of Hopkins and Yeats and the fiction of Hardy, Wilde, Conrad, Joyce *(A Portrait of the Artist as a Young Man),* and Forster. Prerequisite, 200. Open to sophomores. (Offered in alternate years.) Bahlke.

**[353F] British Literature since World War I.** Particular attention to Yeats, Woolf, Lawrence, Waugh, T.S. Eliot, and Auden. Prerequisite, 200. (Next offered 1985-86.)

**[354S] The Novel in England since World War II.** Reading of selected novels by such writers as Graham Greene, Evelyn Waugh, Kingsley Amis, Anthony Burgess, Muriel Spark, Angus Wilson, Iris Murdoch, Doris Lessing, and Margaret Drabble. Prerequisite, 200. Open to sophomores. (Offered in alternate years; next offered 1985-86.)

**[355F] Modern British Poetry.** Modern British poets from Yeats to Hughes, with emphasis on T.S. Eliot, Auden, and Thomas. Prerequisite, 200. (Offered in alternate years; next offered 1985-86.)

**410F,S Seminar in Expository Writing.** The theory of exposition; constant practice in writing clear and logical expository prose. Study of selected specimens of exposition. Prerequisite, 110 or its equivalent. May be taken concurrently with another writing course. Open to juniors. Not

open to students who have taken 202. Bahlke and Strout (Fall); Briggs and Lindley (Spring).

**[412F] Seminar in Writing Poetry.** For students whose work and purpose have developed sufficiently to warrant advanced work in poetry. Regular reading assignments and discussions as well as critiques in class. Three 80-minute meetings. Prerequisite, 203, 205, and consent of the Department. (Next offered 1985-86.)

**414S Seminar: James Joyce.** *Dubliners, A Portrait of the Artist as a Young Man*, readings in *Finnegans Wake*. Major emphasis on *Ulysses*. Prerequisite, 200 and one other course in literature. Open to juniors. Briggs.

**[415S] Seminar: The Novels of E.M. Forster and D.H. Lawrence.** An exploration of the fusion of social and prophetic modes in these writers. Consideration of the influence of George Meredith's theory and practice of comedy on Forster's *A Room With A View* and *Howards End*. Lawrence's *Apocalypse* and selected prose as background for *The Rainbow, Lady Chatterley's Lover,* and *The Man Who Died*. Forster's *A Passage to India* and Lawrence's *Women in Love* as major examples of the prophetic mode in twentieth century literature. Prerequisite, 200. Open to sophomores. (Offered in alternate years; next offered 1985-86.)

**416S Seminar: Virginia Woolf.** Close readings and discussion of the novels from *The Voyage Out* through *Between the Acts*. Prerequisite, 200 and one other course in literature. Open to juniors. (Offered in alternate years.) Bahlke.

**418S Seminar in Writing Fiction.** For students whose work and purpose have developed sufficiently to warrant advanced work in fiction. Regular reading assignments and discussions as well as critiques in class. Suitable for students interested in playwriting. Students interested in writing for children should consult with the instructor. Three 80-minute meetings. Prerequisite, 203, 205, and consent of the Department. W. Rosenfeld.

**[421F] Seminar in Playwriting.** For students who wish to learn the techniques of writing the one-act play in prose or verse and revising the play for production. Regular reading assignments, discussions, and critiques in class. Prerequisite, 205, one course in dramatic literature, and consent of the Department. Also open, with consent of the Department, to concentrators in Theatre who have taken 200. (Offered in alternate years; next offered 1985-86.)

**424S Seminar: Milton.** Readings of *Paradise Lost, Paradise Regained,* and *Samson Agonistes*, as well as shorter poems and selected prose, in a variety of historical and critical contexts. Prerequisite, 200. Open to juniors. Halley.

**[431F] Seminar: American Visionary Poets.** A study of modes of perception that reach beyond the intellectual or sensory (dream, nightmare, hallucination, trance) and of the poetic attempts to give them form. Works by Poe, Whitman, Hart Crane, Roethke, Ginsberg, and others. Prerequisite, one of the surveys of American literature. Open to juniors. (Offered in alternate years; next offered 1986-87.)

**[433F] Seminar: Faulkner and Other Writers of the Modern South.**
Close reading and discussion of *As I Lay Dying, Light in August, The Hamlet,* and *Absalom, Absalom!* in relation to works by such writers as Flannery O'Connor, Katherine Anne Porter, Walker Percy, William Styron, and Eudora Welty. Prerequisite, 200 and one other course in literature. Open to juniors. (Next offered 1985-86.)

**438S Seminar: English Victorian Literature.** Representative works of important literary artists of the Victorian period, including Arnold, Carlyle, Tennyson, Dickens, Browning, and George Eliot, studied within the historical and cultural context. Prerequisite, 200. Open to juniors. Lindley.

**443F-444S Elizabethan and Jacobean Drama.** English plays from the beginnings to the closing of the theatres in 1642, with particular attention to Shakespeare. Prerequisite, 200. 444 may not be taken as a separate course. Students who elect both terms will receive a tentative grade at the end of the first and a double credit grade at the end of the second. Open to juniors. Barrett.

**[446S] History of the English Language.** The development of the English language from Anglo-Saxon times to the present. Special attention paid to language as speech, to the interpretation of literary and vernacular texts in the light of linguistic methodology, and to the formation of dialects of English. Readings from Pyles, Jones, Wyld, Sapir, and others. Prerequisite, 200. Open to juniors. (Offered in alternate years; next offered 1985-86.)

**450S Criticism.** Selected readings in literary theory, with emphasis on critics of this century. Requires long essay showing the student's progress in developing coherent critical perspectives. Prerequisite, 200. Open to seniors, and to others with consent of instructor. Marki.

**550F,S Independent Project in Writing.** Writing in any one or combination of genres: drama, essay, fiction, poetry. Proposals to be submitted in writing and approved by the Department. Open to seniors. The Department.

# Foreign Languages

A concentration in Foreign Languages requires the completion of eight courses in at least two foreign languages, including at least two 200-level courses in each and two courses numbered 300 or higher. Students may combine courses from Classics (Greek, Latin); Germanic and Slavic Languages and Literature (German, Russian); and Romance Languages and Literature (French, Spanish). The combination may be departmental or interdepartmental (e.g., German/Russian, Latin/French). Students wishing to count other languages or work done at other institutions toward the concentration must receive approval for such work. Petitions for approval should be sent to the Committee on Foreign Languages, whose membership consists of the chairs of the departments mentioned above.

Candidates for honors in Foreign Languages must elect a 550 course or an equivalent independent study project approved by the Committee as one of the courses offered for the concentration. Honors candidates will also be required to pass language proficiency tests in two foreign languages and to earn a B+ or better on an honors examination; these tests will be taken at the end of the senior year.

## French

See Romance Languages.

# Geology

**Faculty**
Donald B. Potter, *Chair*
Lewis A. Burkley
David W. Larson
Barbara J. Tewksbury

A concentration in Geology consists of 100, 110, 220, 230, 310-311, 560, and two other courses, excluding 116, 117, 118, 119, and 125. Advanced courses in the supporting sciences or Mathematics may, at the discretion of the Department, be substituted for these electives. A course in geologic mapping, either at a summer field camp or 260, is recommended. All concentrators, but especially those who are planning a career in the earth sciences, should take basic courses chosen from Mathematics and Computer Science, Physics, Chemistry, and Biology, the numbers and choices depending on the student's aptitudes and interests. Departmental honors will be awarded on the basis of excellence in course work and a significant contribution to the Senior Seminar. A minor consists of 100 and four other courses selected by the student and approved by the Department.

**100F,S Principles of Geology.** An introduction to the nature and origin of minerals, rocks, structures, and landforms. Applications to the subjects of plate tectonics, earthquakes, internal structure, and origin of the Earth. Three hours of class, three hours of laboratory, and a local field exercise. Field trip. Potter (Fall); Tewksbury (Spring).

**110S Historical Geology.** Evolution of the Earth as interpreted from the rocks of the crust and their fossils. Physical, chemical, and organic processes important in Earth history. Three hours of class and three hours of laboratory. Field trips. Prerequisite, 100. Larson.

**[116W] Earthquakes.** An introduction to the nature, origin, and prediction of earthquakes. Earthquakes as environmental hazards. Internal structure of the Earth and plate tectonic movements deduced from seismology. Field trip to a seismological laboratory. May not be counted toward the concentration. (Offered every third year; next offered 1985-86.) Maximum enrollment, 20.

**117W Planetary Geology.** The geology of planetary bodies of the solar system, including the history of man's exploration of the solar system, what is known and inferred about the geology of the planets, and how that information has been obtained. Field trip to the Air and Space Museum in Washington, DC. Extra cost. May not be counted

toward the concentration. (Offered in alternate years.) Maximum enrollment, 20. Tewksbury.

**118W Water and the Environment.** An introductory study of our water resources in light of geologic and geochemical information. Topics include acid rain, pollution, waste disposal, flooding, health, and water management. May not be counted toward the concentration. (Offered in alternate years.) Burkley.

**119S Evolution, Extinction, and the Fossil Record.** An introduction to the history of life as inferred from the fossil record. Considerations of evidence regarding the origin and evolution of life, patterns of global diversity over geologic time, and probable causes of episodes of mass extinction. Field trips. May not be counted toward the concentration. (Offered in alternate years.) Larson.

**[125S] Earth Resources.** An introductory course on the geologic occurrence and origin of the world's major sources of metals, nonmetals, fuels, and water supplies, with consideration of the distribution of reserves, geographic patterns and rates of consumption, and exhaustibility. Laboratory exercises and mine trips. May not be counted toward the concentration. (Offered in alternate years; next offered 1985-86.)

**210S Glacial Geology.** Origins of glacial climates, nature and movement of glaciers, and glacial erosion and deposition. Three hours of class and laboratory assignments or field study. Field trips. Prerequisite, 100. (Offered in alternate years.) Potter.

**220F Mineralogy.** Introduction to crystallography, crystal chemistry, and the theory of optical mineralogy. Identification of minerals by physical, spectrochemical, optical, and X-ray diffraction techniques. Three hours of class and three hours of laboratory. Field trip. Prerequisite, 100 or consent of instructor. Potter.

**230F Structural Geology.** A study of the origin, development, and classification of macroscopic and microscopic structures in folded and faulted rocks, including consideration of the responses of rock materials to stress. Field, graphical, and laboratory techniques used in studying deformed rocks are emphasized. Three hours of class and three hours of laboratory. Field trips. Prerequisite, 110. Tewksbury.

**240S Tectonics.** A study of the architecture and evolution of features of the Earth's crust on a regional and global scale. Emphasis placed on

the contributions of geophysics and plate tectonic theory to an understanding of the internal structure of the Earth and the development of orogenic belts. Field trip. Prerequisite, 100. 110 is strongly recommended. Tewksbury.

**260W Field Mapping, West Texas.** Introduction to principles and practice of geologic mapping, using aerial photographs or topographic maps as base maps. Field area in Big Bend National Park. Extra cost. Prerequisite, 100. Maximum enrollment, 15; minimum, 5. Potter.

**[265W] Field Study, South Florida.** Field study of the generation, transportation, and deposition of modern and ancient sediments in south Florida. Regional geology of the southeastern United States. Extra cost. Prerequisite, 110. Maximum enrollment, 15. (Offered in alternate years; next offered 1985-86.)

**270F Ocean Basins.** An overview of oceanography and the geology of marine basins, including topographic features, marine and estuarine processes, marine ecology and influences on marine sedimentation, and paleooceanography. Prerequisite, 100. (Offered in alternate years.) Larson.

**275F Computer Applications.** An introduction to computer use in geology. Topics include database design and development, regression analysis, geologic modeling and mapping, and computer use planning. Three hours of class and a two-hour work session. Prerequisite, 110 or consent of instructor. Burkley.

**[280F] Ore Deposits.** A study of the geologic occurrence, genesis, and geographic distribution of the world's major metallic resources. Laboratory investigations emphasize exploration and assessment techniques. Three hours of class and three hours of laboratory. Mine trip. Prerequisite, 100. (Offered in alternate years; next offered 1985-86.)

**285S Principles of Petroleum Geology.** An introduction to petroleum geology including origin of petroleum, geochemical and geophysical exploration methods, enhanced recovery, and charge and reserve calculations. Three hours of class and laboratory exercises. Field trip. Prerequisite, 110 or consent of instructor. Burkley.

**[290F] Paleontology.** The study of fossils as samples of ancient life. Examination and interpretation of form, function, evolution, and paleoecology of fossils. Field trips. Prerequisite, 110 or consent of instructor. (Offered in alternate years; next offered 1985-86.)

**310S-311F Petrology.** A study of the chemistry, mineralogy, petrography, and genesis of rocks in the light of experimental data and field occurrence. Three hours of class and three hours of laboratory. Local and weekend field trips. 310S, principles of geochemistry, igneous rocks. Prerequisite, 110 (may be taken concurrently) and 220. The Department and Potter. 311F, sedimentary and metamorphic rocks. Prerequisite, 310. Larson and Tewksbury.

**330S Sedimentary Geology.** Advanced study of sedimentary environments, facies relationships, and stratigraphic analysis. Influence of sea-level, subsidence, and tectonics on the sedimentary record. Field trips. Prerequisite, 311 (may be taken concurrently). (Offered in alternate years.) Larson.

**550F Senior Thesis.** Independent study resulting in a thesis. Proposals must be accepted before the end of junior year, and theses completed by end of fall semester of the student's senior year. The Department.

**560S Senior Seminar.** Study of a major topic through literature, student presentation, and group discussions. The Department.

# Germanic and Slavic Languages and Literature

Sydna S. Weiss, *Chair*

## German

### Faculty

Ursula E. Beitter
Joseph T. Malloy
Sydna S. Weiss

A concentration in German consists of eight courses numbered 130 or higher but including the sequence 210, 220, and 550. Students may earn departmental honors through distinguished achievement in the courses approved for the concentration and by passing with distinction a special examination in the final semester of the senior year. A minor in German consists of five courses numbered 130 or higher, including the sequence 210, 220. Only one course in translation may be counted toward the concentration or the minor in German.

**110F German for Beginners.** Thorough introduction to the grammar of German through aural comprehension, speaking, reading, and writing. Taught partially in German. Four hours of class and laboratory work. Weiss.

**120S German for Beginners.** Continued work in aural comprehension, speaking, reading, and writing. Four hours of class and laboratory work. Prerequisite, 110 or permission of instructor. Beitter and Malloy.

**130F Third Term German.** Review of grammar and syntax through reading, oral, and written work, and language laboratory exercises. Four hours of class and laboratory work. Prerequisite, 120 or equivalent. Malloy.

**148S Fourth Term German.** Readings in modern German literature, including such authors as Kafka, Böll, and Brecht. Practice in oral and written work. Prerequisite, 130 or consent of instructor. Malloy.

**210F Introduction to German Literature.** Study of major writers and literary movements from the Middle Ages to the Age of Goethe. Includes works by Wolfram von Eschenbach, Sachs, and Gryphius as well as Goethe's *Urfaust*. Class conducted in German. Prerequisite, 130. Malloy.

**220S Introduction to German Literature.** Selected *Novellen* of the nineteenth and twentieth centuries introducing major writers and intellectual movements. Authors read include Tieck, Eichendorff, Keller, and Thomas Mann. Class conducted in German. Prerequisite, 130. Malloy.

**230F-240S Composition and Conversation.** Advanced practice in writing German prose. Practice in speaking German on a conversational level. Compositions and oral reports. Prerequisite, 130. 240 may be taken as a separate course only with permission of the Department. Beitter.

**330F German Drama.** Historical study of German drama from medieval beginnings to present, with emphasis on theatrical production as a determinant of style and form. Production of several short-form plays such as *Einakter, Fastnachtspiele, Hörspiele.* Prerequisite, 130. (Offered in alternate years.) Beitter.

**370S Medieval German Epic and Poetry.** Study of the medieval epic and poetry in relation to the social and political reality of the time. Prerequisite, 210 or consent of instructor. (Offered in alternate years.) Beitter.

**400S German Romanticism.** Study of the origins, literary expressions, and impact of the Romantic movement in Germany. Prerequisite, 210. (Offered in alternate years.) Weiss.

**[410F-420S] The Age of Goethe.** Study of the origins and flourishing of German classicism. Approximate coverage: 410, Herder, Klopstock, Lessing, *Sturm und Drang* writings of Goethe, and Schiller; 420, Goethe's *Faust* and the later works of Schiller. Prerequisite, 210 and 220. 420 may not be taken as a separate course. (Offered in alternate years; next offered 1985-86.)

**[430S] German Poetry.** Critical study and interpretation of German lyric poetry. Prerequisite, 210. (Offered in alternate years; next offered 1985-86.)

**550F Senior Program.** Study of a major topic of German literature: contemporary. Open to seniors and required of concentrators. Open to others by permission of instructor. Weiss.

### German Literature in Translation

**150W German Literature and Film.** Novellas, dramas and novels by major German authors, and comparison with their filmic representation.

Works studied include: Kleist's *Marquise of O*, Wedekind's *Lulu*, Mann's *Death in Venice*, Buechner's *Wozzeck*, and others. Course taught in English; no German required. Maximum enrollment, 30. Beitter.

**162S Scientists and Society in Twentieth Century German Literature.** Investigation of the complex relationship of scientists and society as presented in modern German literature. Literary texts read against background of historical and theoretical essays. Course taught in English; no German required. (Offered in alternate years.) Weiss.

## Russian and Russian Studies

### Faculty

Franklin A. Sciacca

A concentration in Russian Studies consists of eight courses, including: Russian 130 and 200; History 221 and 222; and four other approved courses from among Russian 210, 230, 310, 320, and 420; Comparative Literature 222; Government 213; History 323 and 328; and Independent Study. In addition, appropriate study in the Soviet Union may be counted toward the concentration. Honors will be determined by excellence in course work and the completion of an independent study project in the senior year. A minor in Russian Studies consists of five courses, including the four required for the concentration and one other from the above list.

**110F First Term Russian.** An introduction to the speaking, aural comprehension, reading, and writing of Russian. Constant oral and written practice in classwork and homework based on an integrated program of language tapes. Four hours of class and laboratory work. Sciacca.

**120S Second Term Russian.** Further work in the speaking, aural comprehension, reading, and writing of Russian. Four hours of class and laboratory work. Prerequisite, 110. Sciacca.

**130F Third Term Russian.** Systematic review of structure, with emphasis on oral practice and development of writing skills. Selected readings from Russian literature and culture. Four hours of class. Prerequisite, 120 or consent of instructor. Sciacca.

**200S Fourth Term Russian.** Designed for students who wish to acquire a better command of spoken and written Russian. Readings from Russian literature chosen to improve skill in translating. Four hours of class. Prerequisite, 130 or consent of instructor. Sciacca.

**210F Early Nineteenth Century Russian Literature.** Readings, discussions, and reports in Russian on selected nineteenth century classics until 1850, including Pushkin, Lermontov, and Gogol. Prerequisite, 200 or consent of instructor. (Offered in alternate years.) Sciacca.

**[230F] Late Nineteenth Century Russian Literature.** Readings, discussions, and reports in Russian on selected nineteenth century classics after 1850, including Dostoevsky, Tolstoy, and Chekhov. Prerequisite, 200 or consent of instructor. (Offered in alternate years; next offered 1985-86.)

**310S Advanced Conversation and Composition.** Oral and written reports employing complex Russian syntax. Materials drawn from contemporary Soviet newspapers and journals. Prerequisite, 200 or consent of instructor. (Offered in alternate years.) Sciacca.

**[320S] Soviet Literature.** Readings, discussions, and reports in Russian on selected twentieth century works by authors such as Gorky, Sholokhov, Pasternak, and Solzhenitsyn. Prerequisite, 200 or consent of instructor. (Offered in alternate years; next offered 1985-86.)

**[420W] Aspects of Soviet Life.** Study-trip to the U.S.S.R., including several non-Russian republics. Readings and discussions during fall semester. Prerequisite, 120, History 222, or Government 213. Extra cost. (Same as History 420.) (Offered in alternate years; next offered 1985-86.)

# Government

### Faculty

David C. Paris, *Chair*
Frank Anechiarico
Theodore J. Eismeier
Deborah J. Gerner
Michael Mastanduno
A. James McAdams
Arthur Sanders
Richard P. Suttmeier

The Department offers concentrations in Government and in International and Comparative Political Studies, as follows:

### Government

A concentration in Government consists of ten courses: three from among 112, 114, 116, 117; seven at the 200 level or above. These must include 229, at least two at the 300 level, and one 400-level seminar normally to be taken in the senior year. 229 must be completed by the end of the junior year. Not more than one winter term course may be counted toward the concentration. To qualify for honors in Government, a student must submit a distinguished record in departmental courses and have completed with distinction either 550F or 550S (Topics in Politics). A minor in Government consists of five courses, at least two of which are at the 300 level or above. Not more than one 100-level course and not more than one winter term course may be counted toward the minor.

### International and Comparative Political Studies

A concentration in International and Comparative Political Studies consists of 12 courses involving requirements and electives. The core requirements include 112, 114, 229; two of the following: 320, 370 or 372, 381 or 383; and a senior seminar elected from among 420, 441, 442, 443, or 461. In addition to this set of core courses, students are expected to gain an appreciation of specific nation-state units in the international system. One of the following five options must be chosen to round out the major:

**Soviet Union and East Europe:** six courses to be determined, but should include at least one course in history or politics, Russian 200 and either Government 230 or 386.

**Latin America:** six courses to be determined, but must include at least one course in history or government, Spanish 140 and either Government 230 or 386.

**Asia and the Middle East:** six courses to be determined, but must include at least one course in history or government, fourth term Chinese, Japanese or Arabic, and either Government 230 or 386.

**Western Europe:** six courses to be determined, but must include at least one course in history or government, the appropriate language course at the fourth term level and either Government 230 or 386.

**World Politics:** Government 230, 386, and four other courses in government, history, economics, anthropology, philosophy or sociology dealing with foreign areas and/or international processes.

Additional preparation in economics and knowledge of developments in the natural sciences are recommended for students preparing themselves for careers in international affairs. Honors in the major will be determined on the basis of distinguished performance on a thesis.

### Term in Washington Program

The Term in Washington Program combines regular academic study with the experience and understanding gained by working in congressional and executive offices. Four credits are awarded toward graduation, two of which (325 and 327) count toward a concentration in Government, and up to two may be counted toward a concentration in Public Policy. To qualify for the program a student must have taken at least one of the following: Government 221, 228, 250, or 331. Completion of Government 229 is recommended. The program is not restricted to those concentrating in Government; it is also open to selected students from other colleges.

**112F,S Comparative Politics.** An introduction to the diversity of political systems and to approaches used in the comparative study of governments and politics. Focus on modernization, backwardness, and alternative forms of development in selected Western and non-Western countries, as they relate to key concepts in the field. McAdams.

**114F,S International Relations.** Introduction to the theory and practice of world politics. Emphasis on the changing structure of the international system; the role of the nation-state and non-state actors; patterns of conflict and cooperation; the use of force, diplomacy and ideology; the interplay between politics and economics. Gerner (Fall); Mastanduno (Spring).

**116F,S The American Political Process.** Introduction to the study of American national institutions, the public policy-making process, and most generally, the distribution of political power in American society. Eismeier (Fall); Anechiarico, Sanders (Spring).

**117F,S Introduction to Political Theory.** Survey of political theorists from Plato to the present; examination of questions of liberty, equality, and justice; special emphasis on work of Mill, Marx, and elite theory. Paris.

**190F Science, Technology, and Government.** Examination of social problems resulting from scientific and technological progress. Public policies supporting and regulating science and technology in the U.S. Historical development of science-government relations in the U.S. Politics of science and technology. Comparisons to Japan, the Soviet Union, and China. Suttmeier.

**[201W] Authoritarianism.** An examination of the characteristics and ideologies of authoritarian regimes; how they came to power; their leaders and their policies, from the perspective of the challenges of development and modernization; case studies of Communism, Fascism and National Socialism, and contemporary Third World countries. (Next offered 1985-86.) Maximum enrollment, 20.

**[208W] Political Extremism in America.** An investigation of radical and reactionary movements in American politics. Social and psychological theories of left- and right-wing extremism; the history and future of such movements; their consequences for the political system. (Next offered 1985-86.) Maximum enrollment, 35.

**211F Politics in China.** Decline of Confucian China and problems of recreating political order. Topics include rise of the Communist Party, political organization and policy in the People's Republic, role of ideology, foreign relations, and the politics of modernization. Suttmeier.

**212S Politics in Japan.** Origins of contemporary Japanese democracy, the socioeconomic setting of politics, political institutions, policy problems of post-industrial society, and foreign relations. Suttmeier.

**213F Soviet Politics.** Examination of Soviet politics since the Revolution, stressing the challenges of development and modernization. Special emphasis on Leninism and Stalinism, changing patterns of elite-mass relations, bureaucratic politics, and the nature of single-party rule. McAdams.

**214S Politics in Western Europe.** Comparative study of government and politics in several European countries. Topics include: state and nation building, political parties, social conflict and consensus,

governmental structures, political culture, and European international relations. Prerequisite, 112. McAdams.

**217S Politics of the Middle East.** Analysis of political culture and development in the Middle East. Topics include: emergence of the modern nation-state, the problem of legitimacy, the role of Islam in historic and modern southwest Asia, foreign policy of outside states toward Middle Eastern states, social and economic issues, regional conflicts. Gerner.

**221S Political Parties and Interest Groups.** Emphasis on the origins and activities of interest groups and political parties in America and other Western democracies. The internal operations of organizations and their roles in elections and governmental decision-making. Sanders.

**222F The American Electoral Process.** Examination of the various factors that influence elections in America including voting behavior, the role of issues, money, political parties, and candidates. Special attention to the impact of the mass media. Sanders.

**225F Politics and Society in Latin America.** Three national revolutions (Mexican, Peruvian, and Cuban) examined in the context of long-term processes of social and economic change. Topics include: competing ideologies of development, social impact of economic growth, class conflict in urban and rural settings, urbanization, and population growth. (Same as Sociology 225.) Gilbert.

**226S The Presidency.** Presidential elections, the organization and operation of the institutionalized Presidency, presidential relations with Congress and the bureaucracy. Appraisal of the problems and prospects of presidential leadership. Eismeier.

**[227] The Politics of American Federalism.** A study of state governments and their changing role in the American federal system. Patterns of electoral competition, party organization, and executive and legislative policymaking in the states. The division of authority between the national and state governments. Analysis of specific issues including revenue sharing, block grants, and the New Federalism. (Next offered 1985-86.)

**228S Congress.** Congressional elections, procedures, parties, and committees, and the role of Congress in the making of public policy. Analysis of internal structures of the Senate and the House which influence institutional integration and adaptation to outside demands. Eismeier.

**229F,S Scope and Methods.** Introduction to the philosophical, theoretical, and methodological concerns of modern political science. Required of all concentrators by the end of their junior year. Prerequisite, three semester courses in Government or consent of instructor. Suttmeier.

**230S Data Analysis for Politics and Policy.** An introduction to practical data analysis. Application of elementary statistical techniques to a variety of problems, including election prediction, survey analysis, and policy evaluation. Sanders.

**250W The Public Policy Process.** Perspectives on the formation and impact of policy decisions of national and subnational governments. Explanatory models from economics and political science. Maximum enrollment, 30. Anechiarico.

**270F Democratic Theory.** Analysis of the idea of democracy, traditions of democratic theory, and current problems of democracy in practice. Topics examined include consent and obligation, liberty and equality, community power, participation, and bureaucracy. Paris.

**271F Marxist Political Theory.** Examination of Marx's writing on politics; discussion of contemporary interpretations of Marxism, especially as they apply to the theory of the state. Paris.

**272S Elite Theory.** Examination of the role and justification of elites in society. Review of the origins of elite theory in Pareto, Mosca, and Weber; analysis of the current use of elite concepts in political theory, including study of recruitment and circulation, comparative analysis of elites, and debates about equality. Paris.

**[290W] Contemporary China.** Study trip to the People's Republic of China. Focus upon political and economic organizations, political life, economic policy, and performance. Visits to government offices, universities, communes, hospitals, and factories. Prerequisite, one of the following: Government 211; Economics 302 or 325; History 236 or 336. Extra cost. (Same as Economics 290.) Maximum enrollment, 25.

**300S Equality and the Constitution.** The ethics and politics of equal protection litigation; questions of discrimination respecting race, sex, age, and economic status. Prerequisite, at least one course above the 100 level in either Philosophy or Government, or consent of instructor. Open to juniors. (Same as Philosophy 300.) Anechiarico and Simon.

**[313S] Soviet Foreign Policy.** An examination of the history of Soviet foreign policy, with emphasis on differing images of Soviet behavior (competing rationales for that behavior and U.S. and Soviet perceptions of Soviet foreign policy orientations). Special topics include cold war and detente, the socialist world system, and policy toward the Third World. Prerequisite, 112 or 114. (Next offered 1985-86.)

**[315] Women in the Non-Western World.** Analysis of political and social change by reference to experiences of women as political actors in selected Third World states. Topics include: political socialization; formal versus informal politics; private and public spheres; development; nationalism; women as political elites; impact of religion, education, colonial background; women in revolutionary societies. (Next offered 1985-86.)

**[318] Human Rights.** Origins of past and current conceptions of human rights; impact of culture on definitions of rights; mechanisms for, and structural barriers inhibiting, the implementation and enforcement of human rights; obligations of individual states; current human rights issues. Prerequisite, one course in Government or consent of instructor. (Next offered 1986-87.)

**320F American Foreign Policy.** Theories and approaches to the explanation of postwar U.S. foreign policy. Topics include the cold war, detente, and U.S. intervention in the Third World. Some attention to contemporary issues. Prerequisite, 114 or consent of instructor. Gerner.

**321F Term in Washington: Congressional and Executive Internships.** Two consecutive six-week internships; first, in either the office of a member of Congress or with the staff of a congressional committee; second, in a federal administrative office. Interns are to assume some operational responsibility in each office and gain a perspective on legislative and executive roles in the public policy process. Does not count toward the concentration. Offered only pass/fail. For prerequisites, see above. Mastanduno.

**323F Term in Washington: Intern Participation-Observation.** Participants in the program will be asked to evaluate their experience in government offices through a series of group discussions and papers focused on particular aspects of the internships. Does not count toward the concentration. Mastanduno.

**325F Term in Washington: Seminar.** An academic seminar focusing on the public policy process and national-international issues supplemented by interviews with public officials. Mastanduno.

**327F Term in Washington: Independent Research.** Preparation and presentation of independent research on a problem related to public policy issues. Use of Washington's unique human and data resources required. Mastanduno.

**[329S] Government and the Economy.** The role of government in the American economy. Presidential, congressional, and administrative perspectives on economic policymaking. Issues to be considered include fiscal and monetary policy, tax reform, regulation, and national planning. Prerequisite, Government 112 or 116. (Next offered 1985-86.)

**331F Organization Theory.** Comparative study of organizational phenomena such as decision-making, hierarchy, specialization, and decentralization. Prerequisite, one course in social science or consent of instructor. Anechiarico.

**333F Survey of Constitutional Law.** Analysis of constitutional doctrines through major cases. Function of the Supreme Court as an instrument of government and an arbiter of public policy. Doctrines include judicial review, federalism, interstate commerce, due process, and other questions of individual rights. Open to juniors. Prerequisite, 116 or a course in American history. Anechiarico.

**336W American Political Tradition.** An examination of American values and their roles in the political system. Emphasis on the relationship between American ideals and American institutions. Prerequisite, 116 or 208. Maximum enrollment, 20. Sanders.

**[350S] Politics in Urban Areas.** The structure and function of urban political systems in the United States. Analysis of the development of urban political structures followed by a consideration of metropolitan public economy. Field research options. Prerequisite, 116. (Next offered 1985-86.)

**364S The Criminal Justice System.** A survey and analysis of American institutions responsible for detecting, preventing, and punishing criminal behavior. Emphasis on case law and on the conflict between professionalism and democratic ideology within agencies of social control. Anechiarico.

**370S Political Economy of North-South Relations.** Issues of international political economy with a focus on interactions between the industrialized states and the Third World. Topics include the evolution of the modern world economy, imperialism and dependency, aid and trade relations, technology transfer, multinational corporations. Prerequisite, 114. Gerner.

**[372] Economic Relations Among Industrialized States.** The politics of economic relations, with emphasis on the United States, Europe, Japan, and the Soviet Union. Topics include monetary and financial relations, the great depression, technology transfer and the multinational corporation, regional integration and economic warfare. Foreign economic strategies of the industrialized states also considered in comparative perspective. Prerequisite, 114. (Next offered 1985-86.)

**381S National Security and Defense Policy.** Examination of the use of force in the international system, with emphasis on postwar American planning and strategy. Topics include nuclear deterrence and war-fighting, NATO, the Vietnam war, the politics of weapons procurement, and the impact of technological change on military competition. Prerequisite, 114. Mastanduno.

**[383] Studies in International Conflict.** Examination of war, its measurement, patterns and resolution. Topics include models of conflict, arms races, arms transfers, alliances and polarity, bargaining and decision-making, deterrence, arms control and disarmament. Course in statistics or Government 229 recommended. Prerequisite, 114. (Next offered 1985-86.)

**[386] Theories of International Relations.** Survey of the competing approaches to the study of international politics. Realism, idealism and Marxism are considered, along with theories of the state, transnationalism and regime analysis, and the problem of international system transformation. Some attention to research methods. Prerequisite, 114. (Next offered 1985-86.)

**410F Seminar on Public Opinion.** Analysis of how Americans form political opinions and the ways in which they act upon them; topics include how voters choose among candidates, the role of the media, and the psychology of opinion formation. Prerequisite, 116 and 230, or consent of instructor. Sanders.

**420F Seminar on Comparative Communist Politics.** An analysis of the similarities and differences among communist political orders.

Topics include ideology, political mobilization, social control, decision-making, and strategies of revolution and development. Prerequisite, 211, or 213, or 313. McAdams.

**[430] Seminar on Administrative Law.** The delegation of legislative and judicial authority to administrative agencies and regulatory commissions. Legal case analysis supplemented by social science literature on the administrative process. Prerequisite, two courses in Government. (Next offered 1985-86.)

**[441] Seminar on Economic Coercion in International Affairs.** An investigation of the use of economic instruments by states to achieve foreign policy objectives in peace-time and war-time. Reasons for success or failure of economic sanctions: domestic constraints, problems of international coordination, response or retaliation by target states. Research on historical and contemporary case studies. Prerequisite, two courses in Government or Economics. (Next offered 1985-86.)

**442S Seminar on War and Peace.** The nature and causes of international conflict (theories from anthropology, economics, ethology, etc.), philosophical views on the morality and utility of war, empirical research on international conflict, conflict management, and nonviolent conflict resolution, arms control and disarmament. Prerequisite, 114 and one course in Government. Gerner.

**[443] Seminar on U.S.-Middle East Relations.** Analysis of economic and political factors in U.S.-Arab and U.S.-Israeli relations. Topics include the role of domestic public opinion, the impact of OPEC, the uses of economic aid, the issue of military security, and the position of the U.S. regarding the Arab-Israeli conflict. Prerequisite, two courses in Government, including 217. (Next offered 1985-86.)

**450S Seminar on Technology, Values, and Politics.** Examination of contemporary theories of technology and their political implications; technological determinism; relationships between technology and modern social complexity; technology as a force in the creation of political values; the social control of technology; case studies. Prerequisite, two courses in Government. Suttmeier.

**[461F] New Dimensions of Political Economy.** The changing relationship of state and market in advanced industrialized democracies. Evaluation of the theory of economic planning and national industrial policy, of its practice in Japan and Western Europe, and of recent

proposals to adopt those practices in the United States. Prerequisite, two courses in Government. (Next offered 1985-86.)

**470S Seminar on Participation and Democratic Theory.** Analysis of competing views on the nature and value of participation. Examination of participation in electoral, neighborhood, and administrative contexts. Consideration of problems of equality, decentralization, and specialization. Prerequisite, Government 117 or 270, or consent of instructor. Paris.

**490S Seminar on Policy Evaluation.** Examination of methods and principles for evaluating public policies. Perspectives on policy analysis from economics, philosophy, and political science. Prerequisite, consent of instructor. (Same as Economics 490 and Philosophy 490.) Eismeier, Simon, White.

**550F,S Topics in Politics.** Individual research project selected by the student with the approval and supervision of a faculty sponsor. Culminates in senior thesis. Required for departmental honors. Open only to senior concentrators. The Department.

## Greek (Ancient)

See Classics.

## Greek (Modern)

See Critical Languages.

# History

**Faculty**

David R. Millar, *Chair*
Madonna Hettinger
Esther Kanipe
Alfred H. Kelly
Edwin B. Lee
George O. Liber
Robert L. Paquette
C. Duncan Rice (FWS)
Eugene M. Tobin (WS)

*Special Appointments*
Margot Badran
Jane L. Jervis

A concentration in History consists of eight courses, including 101 and 439, that provide acquaintance with at least two areas (Europe, America, Latin America, Asia) and experience in depth in at least one of them. Upon approval of the Department, a concentration may include courses from related disciplines. Students may earn departmental honors through distinguished achievement in their history course work, including 550. A minor consists of five courses in History, including 101 and 439, as approved by the Department.

**101F,S Foundations of Modern Society.** A survey of the political, economic, social, and intellectual developments that have shaped the modern world. The Department.

**125W The Holocaust.** Historical roots of anti-semitism; the Nazi policy of genocide against Jews and other groups; Jewish responses to persecution; emphasis on the special problems of understanding the events which comprise the Holocaust. Not open to students who have had 314. Priorities: seniors, juniors, sophomores, freshmen. (Offered in alternate years.) Maximum enrollment, 50. Kelly.

**[142W] Knights, Peasants, and Bandits.** A social history of England from Anglo-Saxon times to the Wars of the Roses, as revealed in legend (Camelot) and stereotype (Robin Hood). Not open to students who have taken 206. Priorities: seniors, juniors, sophomores, freshmen. (Offered in alternate years; next offered 1985-86.) Maximum enrollment, 30.

**144W From Stonehenge to Westminster.** Study trip to England, use of archaeological, architectural, and archival evidence to reconstruct the history of medieval England under Anglo-Saxons, Vikings, Conquerors, and Parliaments. Extra cost. Priorities: seniors, juniors, sophomores, and freshmen. (Offered in alternate years.) Maximum enrollment, 25. Hettinger.

**145W Gender, Culture, and Society.** Study trip to Egypt. An examination of historic and contemporary Egyptian society, both urban and rural, with special emphasis upon gender experience. Extra cost. Priorities: seniors, juniors, sophomores, freshmen. Maximum enrollment, 20. Badran.

**156W The Civil War.** An exploration into the causes and consequences of the Civil War, with emphasis on the problem of slavery, Lincoln the politician, and military strategy. Priorities: seniors, juniors, sophomores, freshmen. Maximum enrollment, 40. Paquette.

**178W American Lives and Letters.** An introduction to the art of reading and writing historical biography; emphasis on the interaction of evidence, interpretation, imagination, and creative style. Maximum enrollment, 30. Millar.

**206F Medieval Civilization from the Decline of Rome to 1450.** A survey of Western Europe in the Middle Ages, concentrating on the development of political, social, and religious institutions and medieval contributions to western cultural traditions. Prerequisite, 101 or senior standing. Hettinger.

**211W The French Revolution.** A study of the social, intellectual, economic, and political origins of the dissolution of French society in 1789, and of revolution and civil war, 1789-1799. Prerequisite, 101 or senior standing. Priorities: sophomores, juniors, seniors, freshmen. (Offered in alternate years.) Maximum enrollment, 20. Kanipe.

**212F Modern Germany, 1789 to the Present.** Political, cultural, and social developments, with emphasis on the authoritarian versus the liberal tradition, unity and modernization, the World Wars, and Nazi tyranny. Prerequisite, 101 or senior standing. (Offered in alternate years.) Kelly.

**214S France since 1750.** Social, economic, and political developments in France; emphasis on alternation between authoritarian governments and revolutions; modernization; the importance of class, gender, and age to social movements; and the impact of war on society. Prerequisite, 101 or senior standing. Kanipe.

**[215F] Renaissance Europe.** A survey of the intellectual, political, and economic history of the Renaissance in Italy and northern Europe. Prerequisite, 101 or senior standing. (Offered in alternate years; next offered 1985-86.)

**[216S] The Reformation.** An intellectual history of the reformations of the sixteenth century, focusing on Luther, the Radical Reformation, Calvin, and the Catholic Reformation. Prerequisite, 101 or senior standing. (Offered in alternate years; next offered 1985-86.)

**218F Europe in the Twentieth Century.** Social, economic, and demographic developments in Europe since 1900; emphasis on the impact of two world wars, the Great Depression, authoritarianism, post-industrial society and the welfare state, and the collapse of colonial empires. Prerequisite, 101 or senior standing. Kanipe.

**219F History of Technology through the Renaissance.** Examination of the development of selected technologies including agriculture, military technology, construction, city planning, machine technologies, mining and metallurgy, printing and scientific instrumentation. Attention to the interplay between science, technology, social organization, and economic change. Prerequisite, 101. (Offered in alternate years.) Jervis.

**[220F] The Scientific Revolution.** From Copernicus to Newton. An examination of the growth and development of modern science; emphasis on astronomy, chemistry, anatomy, mechanics, and the relationship of science to society. Prerequisite, 101. (Offered in alternate years; next offered 1985-86.)

**221F Imperial Russia.** Following an introductory survey of Kiev and Muscovy, a study of the growth of the empire from the seventeenth to the twentieth century. Special emphasis on the development of autocracy, serfdom, and the radical intelligentsia. Prerequisite, 101 or senior standing. Liber.

**222S The Soviet Regime.** Russia on the eve of revolution; causes and processes underlying the collapse of the old order and the establishment and consolidation of the new Soviet regime; the U.S.S.R. in World War II and up to the 1980s. Prerequisite, 101 or senior standing. Liber.

**225F Modern European Intellectual History, 1600-1830.** Origins and development of the modern Western mind. Emphasis on the Scientific Revolution, modern political theories, the rise of secularism, the Philosophes and the Enlightenment, romanticism, conservatism, nationalism, and German idealism. Prerequisite, 101 or senior standing. Kelly.

**226S Modern European Intellectual History, 1830 to the Present.** Intellectual responses to the modern world. Emphasis on liberalism, positivism, Marxism, Darwinism, racism, the challenge of Nietzsche, the rise of social sciences and historicism, discovery of the unconscious, the problem of the masses, Fascism, Communism, and existentialism. Prerequisite, 101 or senior standing. Kelly.

**228S The Family in Modern History.** A study of marriage, sex, and the family from the sixteenth through the nineteenth centuries in Europe and America. Prerequisite, 101. (Offered in alternate years.) Kanipe.

**[229S] Women in Modern Europe.** A survey of the history of European women since the Middle Ages; evolution of women's roles in families, employment, and communities; women's struggles as religious, revolutionary, and/or feminist rebels. Prerequisite, 101. (Offered in alternate years; next offered 1985-86.)

**233S Modern Eastern Europe.** A survey of the history of Eastern Europe from the partition of Poland in 1771 to the present. Prerequisite, 101 or senior standing. Liber.

**235F Japan.** A survey of the history of Japan from its legendary beginnings to its present eminence as one of the world's greatest industrial powers. Emphasis on institutional, religious, and literary developments. Prerequisite, 101 or senior standing. (Offered in alternate years.) Lee.

**236S China.** A survey of the history of the world's oldest and most populous civilization from the earliest times to the present, with emphasis on the philosophical, political, and social forces that have provided its unity and continuity. Prerequisite, 101 or senior standing. Lee.

**237S England from 1485 to the Present.** A survey of English history tracing political, economic, and social developments from Tudor England to contemporary Britain. Prerequisite, 101 or senior standing. Hettinger.

**238S South Asia.** A survey of the history of the Indian subcontinent— India, Pakistan, and Bangladesh—from the earliest times to the present, with emphasis on the social and religious forces that have provided its continuity. Prerequisite, 101 or senior standing. (Offered in alternate years.) Lee.

**239S The Modern Middle East.** The Middle East from the dissolution of the Ottoman Empire to the rise of the modern nation

states, with emphasis on political, socioeconomic, and cultural change in the area. Prerequisite, 101. (Offered in alternate years.) Badran.

**241S American Colonial History.** A survey of American origins, with an emphasis on colonial ideas and institutions, the growth of democracy, the progress of the Revolution, and the emergence of a new nation. Prerequisite, 101 or senior standing. Millar.

**246F American Diplomatic History.** A survey of American diplomacy, with emphasis on the political, economic, and ideological factors that influenced the formulation of foreign policy and the conduct of foreign affairs. Prerequisite, 101 or senior standing. Millar.

**251F Nineteenth Century America.** A survey of American life from 1789 to 1900, with emphasis on the origins of political parties, the growth of democracy, sectional conflict and war, and the transformation of America from an agrarian to an industrial state. Prerequisite, 101 or senior standing. Paquette.

**253F Recent American History.** A survey of developments in American political, economic, and social life, and the role of the United States in world affairs since 1914; emphasis upon conflict and consensus through peace and war, conservatism and liberalism within the political mainstream, and problems of contemporary America. Prerequisite, 101 or senior standing. Tobin.

**[259W] Labor and the Working Class in America.** A chronological introduction to the study of labor history with emphasis on the union and non-union experience; special attention to changes in work, culture, and society from the pre-industrial to post-industrial eras; additional focus on the impact of region, ethnicity, and socialist and radical politics on workers and working class life. Prerequisite, 101 and one course in American history. (Offered in alternate years; next offered 1985-86.)

**261F Latin America in the Colonial Period.** The exploration, conquest, and colonization of Latin America, with emphasis on the long-term effects of Spanish colonial policy. Prerequisite, 101 or senior standing. Paquette.

**262S Latin America in the National Period.** The political and social development of Latin American states since independence, with emphasis on the Caribbean region. Prerequisite, 261 or senior standing and consent of instructor. Paquette.

**264S The Expansion of Europe.** The overseas empires of Portugal, Spain, Holland, Britain, and France from the mid-fifteenth century to the mid-nineteenth century. Emphasis on the consequences of world-wide rivalries. Prerequisite, 101. Lee.

**276S Survey of the History of Science.** Origins of science in the ancient world; the medieval tradition; the Scientific Revolution; national scientific traditions; cultural impacts of evolution and relativity. Emphasis on the interaction between science and other historical forces. Prerequisite, 101 or senior standing. (Offered in alternate years.) Kelly.

**306S Studies in Medieval Civilization.** Selected issues in the history of medieval Europe; special emphasis on social and economic trends. Prerequisite, 206 or consent of instructor. Hettinger.

**308F Studies in British History.** Selected topics in the history of modern and early modern Britain. Topic for Fall 1984: Industrial Britain. An in-depth examination of the Industrial Revolution and the changes in society and culture that it produced. Prerequisite, 237 or consent of instructor. Hettinger.

**[314F] Nazi Germany.** Origins of the Nazi movement; Hitler and the Nazi party; daily life in the Third Reich; origins and causes of World War II; the Holocaust. Prerequisite, 101. (Offered in alternate years; next offered 1985-86.)

**[315F] Seminar on France in Modern Times.** Prerequisite, one 200-level course in European history or consent of instructor. (Offered in alternate years; next offered 1985-86.)

**323F Selected Topics on the Russian Revolution.** An investigation of a variety of problems relating to the social and political preconditions for revolution and the Bolshevik seizure of power. Prerequisite, 222. (Offered in alternate years.) Liber.

**[328S] Stalin and Stalinism.** Political, economic, and cultural aspects of the U.S.S.R. during Stalin's rule. Prerequisite, 222. (Offered in alternate years; next offered 1985-86.)

**[329S] Topics in European Intellectual History.** A detailed study of the works and influence of an individual seminal thinker or school of thought. Prerequisite, 225 or 226 or consent of instructor. (Offered in alternate years; next offered 1985-86.)

**[335F] Modern Japan.** The modernization of Japan and its subsequent domestic and international development. Prerequisite, 235. (Next offered 1985-86.)

**[336S] Modern China.** Changes in China's domestic and international situations since the late nineteenth century; the effects of internal revolution and external pressures on China's civilization. Prerequisite, 236. (Offered in alternate years; next offered 1985-86.)

**341F Studies in American Colonial History.** Selected problems in colonial history, with an emphasis on the Revolutionary period. Prerequisite, 241. (Offered in alternate years.) Millar.

**[342S] Studies in Quantitative Research for Historians.** The application of quantitative methods to individual and group research on a problem in local history; introduction to basic statistics and use of computer; no previous training in quantitative methods required. Prerequisite, 101, or senior standing and one course in History. (Offered in alternate years; next offered 1985-86.)

**[346S] Studies in American Diplomatic History.** Major themes in American diplomatic history, with an emphasis on manifest destiny and mission in the conduct of foreign affairs. Prerequisite, 246. (Offered in alternate years; next offered 1985-86.)

**349F The Black Man in America.** A survey of the relationship between Black and White societies in America, from colonial times to the present. Prerequisite, 101 or senior standing. Millar.

**354S Slavery in the Making of the Modern World.** An exploration of the rise of plantation slavery in the New World and its interrelation with the development of capitalism. Emphasis on specific slave societies, racism, and abolition. Prerequisite, 261, or 349, or senior standing and consent of instructor. (Offered in alternate years.) Paquette.

**[355S] Topics in Nineteenth Century American History.** Prerequisite, 251. (Offered in alternate years; next offered 1985-86.)

**[356S] Contemporary America.** An intensive analysis of the major political, social, and intellectual changes in American society since 1933; special attention devoted to the New Deal reforms of the 1930s, the diplomatic and domestic impact of World War II, the origins of the Cold War and McCarthyism, the fate of democratic liberalism from Truman to Reagan, and the successes and failures of the Civil Rights, anti-war,

and feminist movements. Prerequisite, 253. (Offered in alternate years; next offered 1985-86.)

**[358S] American Social History.** A chronological and thematic analysis of such concepts as class, education, social structure, family life, urbanization, and industrialization. Special attention devoted to the unorganized, inarticulate, and the historically neglected. Prerequisite, 101. (Offered in alternate years; next offered 1985-86.)

**[420W] Aspects of Soviet Life.** Study-trip to the U.S.S.R., including several non-Russian republics. Readings and discussions during fall term. Prerequisite, 222, Russian 120, or Government 213. Extra cost. (Same as Russian 420.) (Offered in alternate years; next offered 1985-86.)

**439F Historiography.** The philosophy, theory, and method of history; the great historical traditions of Europe, Asia, and America. Open to juniors. Lee.

**550F,S Senior Program.** A project limited to senior concentrators in History, resulting in a thesis supervised by a member of the Department. Required of candidates for departmental honors. Prerequisite, 439. The Department.

## History of Art

See Art.

## Italian

See Critical Languages.

## Japanese

See Critical Languages.

## Latin American Studies

See Interdisciplinary Minor.

## Literature

See Classics, Comparative Literature, English, Germanic and Slavic Languages and Literature, and Romance Languages.

# Mathematics and Computer Science

**Faculty**

Anne L. Ludington, *Chair*
John T. Anderson (F)
Marjory J. Baruch
Richard E. Bedient
Stuart H. Hirshfield
Timothy J. Kelly (F)
Larry E. Knop (WS)
Michael J. Schramm
Stanley E. Seltzer

A concentration in Mathematics consists of the core courses (113-114 or 115, 224, 314, and 325) and five electives, of which at least two must be at the 300 level or higher. Physics 200 may be used to satisfy the concentration requirement. Students may earn departmental honors through distinguished achievement in 467. A minor in Mathematics consists of the core courses (113-114 or 115, and 224) and two electives, at least one of which must be at the 300 level or higher. A minor in Computer Science consists of the core courses (141, 242, and 343) and two electives from the following: 201, 245, 246, Geology 275, Philosophy 226, and Physics 180.

**100W Statistical Techniques.** Applications of statistical techniques to problems from other disciplines. Techniques include descriptive statistics, sampling, hypothesis testing, regression, correlation, and analysis of variance; some use of computer statistical packages. Not open to students who have taken Economics 265, 266, or Psychology 201. Maximum enrollment, 20. Kelly.

**101S Pre-Calculus Mathematics.** Study of topics necessary for the study of the calculus or for quantitative work in the social sciences. Topics include algebra, trigonometry, logarithms, and functions with an emphasis throughout on word problems. Offered under the self-paced format. Meets five hours a week. May not be counted toward the concentration. Placement subject to approval of the Department. Anderson.

**[104W] Excursions in Mathematics.** An introduction to mathematical thought. Topics include number theory, geometry, mathematical recreations, probability, and the history of mathematics. May not be counted toward the concentration. (Offered in alternate years; next offered 1985-86.).

**108W Excursions in Geometry.** An introduction to Euclidean and non-Euclidean geometries. Topics include flaws in Euclid's original system, basic compass-ruler constructions, geometries based on a finite number of points, and philosophical implications of non-Euclidean

geometries. Exposure to rather than retention of high school geometry is presumed. Not open to concentrators. (Offered in alternate years.) Anderson.

**113F Calculus and Analytic Geometry.** Introduction to the differential and integral calculus of a single variable. Four hours of class. The Department.

**114S Calculus and Analytic Geometry.** A continuation of the study begun in 113 and introduction to the study of differential and integral calculus of several variables. Four hours of class. Prerequisite, 113. The Department.

**115F Calculus and Analytic Geometry.** Single-semester coverage of the material in 114, including a review of the central topics of 113. Placement by the Department. Successful completion of 115 carries credit equivalent to 113-114. Ludington.

**141F,W,S Introductory Computer Science.** An introduction to computing and problem solving using PL/C. Applications chosen from the social sciences, the humanities, and business data processing. Two hours of lecture and two hours of laboratory. Open to sophomores, Fall and Winter. Maximum enrollment, 24. The Department.

**201S Combinatorial Problem Solving.** An introduction to the basic techniques and modes of reasoning of combinatorial problem solving. Principal aspects to be emphasized: the systematic analysis of different possibilities, the exploration of the logical structure of a problem, and ingenuity. Principal mathematical topics: graph theory, enumeration and recurrence relations. Strongly recommended for those interested in applied mathematics and computer science. Prerequisite, any two courses in Mathematics and Computer Science. Baruch.

**224F Linear Algebra.** An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems, and eigenvalues; mathematical and physical applications. Prerequisite, 114 or 115. The Department.

**242F,S Advanced Programming Techniques.** A systematic introduction to modern programming methodology on an interactive system using the language Pascal. Topics include the use of files, graphics, and text processing. Serves as the introduction to advanced computer science offerings. Open to students who have taken 141 or who have some programming experience. The Department.

**[245F] Computers in Research.** A practical introduction to computer control and analysis of experiments in psychology and related disciplines. Topics include principles of minicomputer hardware, assembly language, special-purpose high-level languages, and the use of statistical packages. Three hours of lecture and three hours of laboratory. Prerequisite, 141 or equivalent programming experience or consent of instructor. (Same as Psychology 245.) Open to sophomores. (Next offered 1985-86.) Maximum enrollment, 15.

**246S Artificial Intelligence.** An interdisciplinary study of the relationship between digital computers and human intelligence. Topics include formal definitions of computation; knowledge representation schemes; AI programming languages; computer models for problem-solving, game playing, theorem-proving, pattern-recognition and vision, natural language processing; philosophical and sociological perspectives. Prerequisite, 141 or equivalent programming experience. (Same as Psychology 246.) Open to sophomores. Hirshfield and Vaughan.

**251F Probability Theory and Applications.** An introduction to probability, including probability spaces, random variables, expected values, multivariate distributions, and the central limit theorem, with applications to other disciplines. Prerequisite, 114 or 115. Seltzer.

**261S Higher Geometry.** Topics in geometry selected from affine, projective, non-Euclidean geometry, Euclidean geometry, and Euclidean geometry studied by non-traditional methods. Prerequisite, 114 or 115. Anderson.

**314F,S Advanced Calculus.** A more detailed study of calculus; topics include sequences and series, continuity, elementary properties of metric spaces. Prerequisite, 224. Schramm (Fall); Anderson (Spring).

**[315S] Real Analysis.** A continuation of 314. Topics selected from integration theory, sequences and series of functions, Fourier series, functions of several variables. Prerequisite, 314 or consent of instructor. (Offered in alternate years; next offered 1985-86.)

**316F Topology.** An introduction to topology, including the study of compactness, connectedness, and continuity in general topological spaces. May include metrizability, separation, manifolds, and homology. Prerequisite, 224 and consent of instructor. Bedient.

**[318S] Complex Variables.** An introduction to the theory of analytic functions of a complex variable: conformal mapping, Laurent expansions, and contour integration. Prerequisite, 224. (Offered in alternate years; next offered 1985-86.)

**325F,S Modern Algebra.** A study of algebraic structure: systems with one or two binary operations such as groups, rings, and fields; construction of number systems. Prerequisite, 224. Ludington (Fall); Kelly (Spring).

**326S Advanced Algebra.** Continuation of topics studied in 224 and 325. Topics may include Galois theory, algebraic geometry, and applications. (Offered in alternate years.) Ludington.

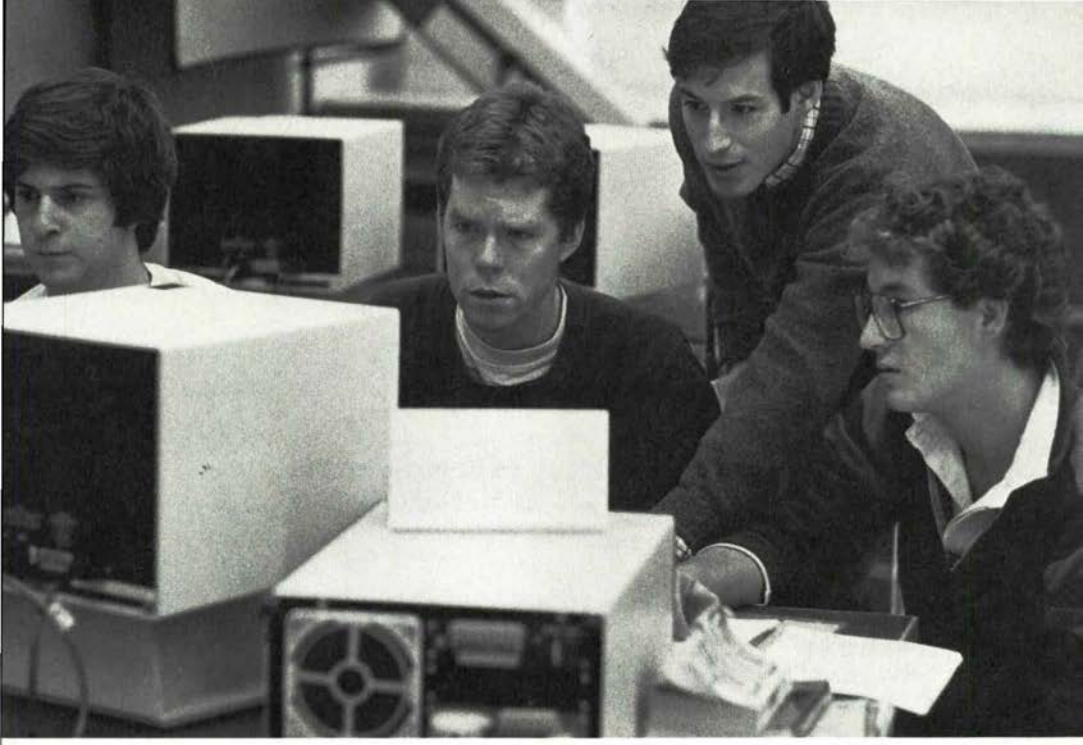
**[331F] Systems Modeling.** Qualitative discussion of the nature of systemic analysis, with examples drawn from ecological systems, economics, human physiology, physics, computer sciences, and a variety of areas of general interest. Topics include linear systems of difference equations, control theory, non-linear stability theory, and numerical analysis. Some computing will be done. Prerequisite, 141 and 224 or consent of instructor. (Offered in alternate years; next offered 1985-86.)

**335F Differential Equations.** Theory and applications of differential equations, including first-order equations, second-order linear equations, series solutions, systems of equations, introduction to partial differential equations, and Fourier series. Prerequisite, 224. Knop.

**338S Numerical Analysis.** Interpolation, methods of approximation and iterative methods, numerical solution of differential equations and of systems of linear equations. Suitability of procedures to computer use considered throughout the course. Prerequisite, 141 and 224. (Offered in alternate years.) Schramm.

**343F Data Structures.** An introduction to the most commonly used data structures and their implementations in Pascal. Topics include arrays, string processing, stacks and queues, linked lists, trees and graphs. Prerequisite, 242 or consent of instructor. Hirshfield.

**352S Statistical Theory and Applications.** Topics include the law of large numbers, estimation, hypothesis testing, linear models, experimental design, analysis of variance, and nonparametric statistics, with applications to other disciplines. Prerequisite, 251. Seltzer.



**[361S] Number Theory.** Topics in number theory, including divisibility, primes, congruences, Euler's phi-function, diophantine equations, quadratic residues, and continued fractions. Prerequisite, 325 or consent of instructor. (Offered in alternate years; next offered 1985-86.)

**467F,W,S Thesis.** A project limited to senior Mathematics concentrators, resulting in a thesis supervised by a member of the Department. The Department.

# Music

**Faculty**

Stephen Bonta, *Chair*
Mary Ellen Childs
Robert G. Hopkins
G. Roberts Kolb
Samuel F. Pellman (FW)
E. Michael Richards
Charles W. England
John Flaver
Mary Armistead Jones
Lauralyn Kolb
Raymond W. Larzalere
Colleen Roberts Pellman
Joyce M. Ucci

*Special Appointments*
Stephen Best

A concentration in Music consists of ten courses: 201, 202, 356, and 357; four courses from among 111-112, 211-212, 361, and 362; one course credit from among 121-122, 131-132, 141-142, 221-222, and 262; and one additional course from among departmental offerings. Prospective concentrators in Music are given an examination to test their competence in the use of the piano as a basic tool. This competency requirement should be met by the end of the junior year. Should additional instruction in keyboard be required beyond that available in theory courses, this will be offered upon the consent of the department Chair. Students contemplating graduate work in music should consult with a member of the Department at an early date. Departmental honors can be earned through excellence in course work, including 550. A minor in Music comprises five courses: 201, 202; two courses from among 111-112 and 211-212; and one course credit from among 121-122, 131-132, 141-142, 221-222, and 262.

**101F,S Principles of Music.** A listening course that examines musical materials, processes, and conventions, and their use in selected works from the Western tradition. Consideration of the problems of musical meaning, performance practice, and the means of transmission of musical information. No previous knowledge of music required. Bonta.

**105F,S Music Theory for Non-Majors.** An introductory survey of the fundamentals of music, including study of notation, melodic and harmonic patterns, and common musical forms. Intended for students without previous musical training. (Students with previous training are encouraged to enroll in 111.) Hopkins.

**111F-112S Theory I.** Intensive training in the fundamentals of music as they evolve from Monteverdi to Brahms. Beginning work in ear-

training, dictation, sight-singing, and keyboard in addition to regular written assignments. Three hours of class and one hour of laboratory. Childs (Fall); Hopkins (Spring).

**121-122 Solo Performance.** The study of music through performance in either voice or an instrument, including flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, piano, organ, harp, percussion, acoustic guitar, violin, viola, 'cello, and contrabass. Half-hour tutorial. May be started either in the fall or spring term. One-quarter course credit each term. A fee is charged. The Department.

**131-132 Solo Performance.** The study of music through performance in either voice or an instrument, including flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, piano, organ, harp, percussion, acoustic guitar, violin, viola, 'cello, and contrabass. Hour tutorial. May be started either in the fall or spring term. One-half course credit each term. A fee is charged. The Department.

**141F-142S Group Performance.** The study of music through performance in one or more of the following groups: College Choir (Kolb), College Hill Singers (Kolb), Brass Choir (England), Chamber Orchestra (Richards), Woodwind Ensemble (Flaver), Jazz Ensemble (Richards), Oratorio Society (Kolb), College Hill Camerata (Kolb), and Chamber Ensemble (Myers). For each term the student will receive one-quarter course credit. The course may be repeated throughout the student's college career. Students are encouraged to participate in, and may be registered for more than one group, but will receive a maximum of one-half course credit each term. Prerequisite, consent of instructor. The Department.

**151F,S Musicianship.** Development of the basic skills in music. Work in dictation, ear-training, and sight-singing to acquire the ability to write what one hears and to sing previously unheard music at sight. One-quarter course credit each term. This course may be repeated once, but may not be elected concurrently with 111-112 or 211-212. The Department.

**154F World Music.** Study of music of selected non-Western cultures, including China, Africa, Aboriginal Australia and one or more of the following: India, Indonesia, Native America. Special attention paid to the role of music in society and to the influence of Western culture on non-Western music. No prerequisite, although some background in music or anthropology is desirable. (Only offered 1984-85.) Childs.

**158W Musical Instruments and Culture.** An investigation of musical instruments not only in terms of musical performance but also as cultural symbols, indicators of social status, products of folk craft and commercial technology, and expressions of aesthetic style. Primary focus on Western instruments, with special attention to those for which major composers from the sixteenth through nineteenth centuries intended their works. Prerequisite, 101, 105, or 111. (Only offered 1984-85.) Libin.

**160S History of Jazz.** How to listen to jazz. Origins of jazz, including its African heritage, blues, and ragtime. Survey of jazz styles, including New Orleans and Chicago styles, boogie-woogie, swing, bebop, cool, funky, fusion, and free jazz. (Offered in alternate years.) Richards.

**171S Electronic Music.** Elementary electro-acoustical theory. Exercises in elementary recording, synthesizer, and digital techniques. Students expected to complete short composition projects involving electronic techniques. Maximum enrollment, 16. Pellman.

**201F History of Western Music I.** A study of Western music from the early Middle Ages to the mid-eighteenth century. Emphasis upon major developments in style. Consideration of the influence of political, economic, and cultural environments upon the development of musical styles. Prerequisite, 101 or consent of instructor. Kolb.

**202S History of Western Music II.** A study of Western music from the mid-eighteenth century to the present. Emphasis upon major developments in style. Consideration of the influence of political, economic, and cultural environments upon the development of musical styles. Prerequisite, 101 or consent of instructor. Hopkins.

**211F-212S Theory II.** Concepts of harmony and counterpoint subsequent to the material studied in Theory I, with an emphasis on the music of the Classic and Romantic periods. Continued work in ear-training, sight-singing, and keyboard, in addition to written assignments. Three hours of class and one hour of laboratory. Prerequisite, 112 or consent of instructor. Hopkins (Fall); Pellman (Spring).

**221-222 Solo Performance.** A continuation of 121-122. Half-hour tutorial. One-quarter course credit each term. Prerequisite, 122. A fee is charged. The Department.

**231-232 Solo Performance.** A continuation of 131-132. A course in music theory and a course in music history must either have been previously elected or be elected concurrently. Prerequisite, 132 and

consent of instructor. One-half course credit each term. A fee is charged. The Department.

**[252S] Music of the Twentieth Century.** A comprehensive survey of the origins and trends of music in this century. Consideration of the different ways of listening to contemporary music. Prerequisite, 101, 105, 111, or 171. (Offered in alternate years; next offered 1985-86.)

**[253F] Beethoven.** A study of the man, his works, and his time. Consideration of influences on him, his development as a musician and composer, and his influence on later musicians. Designed primarily for the non-concentrator. Prerequisite, 101, 105, or 111. (Offered in alternate years; next offered 1985-86.)

**[254S] Orchestral Masterworks, ca. 1700-1950.** A study of major works from the orchestral repertory, ranging from those by Corelli, Bach, and Handel, through those of Stravinsky, Berg, and Bartók. Designed primarily for the non-concentrator. Prerequisite, 101, 105, or 111. (Offered in alternate years; next offered 1985-86.)

**256S Great Composers.** Topic for 1984-85: Mozart and Haydn. A study of the men, their works, and their times. Consideration of influences on them, their development as musicians and composers, and their influence on later musicians. Designed primarily for the non-concentrator. Prerequisite, 101, 105, or 111. (Offered in alternate years.) Maximum enrollment, 30. Hopkins.

**258W Opera.** Study of musical and literary dimensions of operas by major composers from Mozart to the present. Emphasis on the effects of music as it reflects language and dramatic action and on the transformation of independent texts into librettos. Included are such works as *The Marriage of Figaro, Tristan und Isolde, Der Rosenkavalier,* and *Wozzeck*. Prerequisite, two courses in music, or two courses in literature, or one in each field, or consent of instructors. (Same as Comparative Literature 258.) (Offered in alternate years.) Bonta and P. Rabinowitz.

**[262S] Conducting.** An introduction to the basic elements of conducting, including baton technique, aural perception, rehearsal techniques, and score reading (both instrumental and choral). Concurrent participation in a college ensemble is required. Prerequisite, 101 and 112, or consent of instructor. (Offered in alternate years; next offered 1985-86.)

**271F,S Intermediate Keyboard.** Continuation of keyboard work from 211-212. Half-hour tutorial. One-quarter course credit each term. Prerequisite, 212 and consent of departmental Chair. Best.

**331-332 Solo Performance.** A continuation of 231-232. Prerequisite, 232 and consent of instructor. One-half course credit each term. A fee is charged. The Department.

**356S Seminar in Music History I.** Selected topics in the history of Western music from 800 to 1750. Prerequisite, 112 and 201, or consent of instructor. (Offered in alternate years.) Bonta.

**[357F] Seminar in Music History II.** Selected topics in the history of Western music from 1750 to 1900. Prerequisite, 112 and 202, or consent of instructor. (Offered in alternate years; next offered 1985-86.)

**361F Seminar in Advanced Theory.** Wagner, Mahler, R. Strauss, Debussy, early Schoenberg, and others. An investigation of the music bridging the Romantic era and the twentieth century. Prerequisite, 212. (Offered in alternate years.) Hopkins.

**[362S] Seminar in Contemporary Theory.** Selected topics in the music theory of the twentieth century, including atonal and serial theory, theories of extended tonality, and notions of indeterminacy. Prerequisite, 212. (Next offered 1986-87.)

**[364S] Instrumentation and Orchestration.** Survey of the instruments of the orchestra. Exercises in idiomatic writing and orchestral transcription. Analysis of various styles of orchestration, with emphasis on modern orchestral techniques. Prerequisite, 112. (Offered in alternate years; next offered 1985-86.)

**366S Composition.** Contemporary compositional techniques, including notational procedures and score preparation. Emphasis on developing the ability to structure musical ideas in several short pieces and one extended work. Prerequisite, 171 with consent of instructor, or 112. (Offered in alternate years.) Pellman.

**431-432 Solo Performance.** A continuation of 331-332. Prerequisite, 332 and consent of instructor. One-half course credit each term. A fee is charged. The Department.

**550F,S Senior Program.** A project for senior concentrators in Music. Required of candidates for departmental honors. Prerequisite, consent of Department. The Department.

# Philosophy

## Faculty

Robert L. Simon, *Chair*
Russell T. Blackwood
Pat A. Manfredi
Elizabeth Potter
Elizabeth M. Ring
Donna Summerfield
Richard W. Werner

A concentration in Philosophy consists of 201, 203, 240, and five other courses at or above the level of 110, including advanced study in Epistemology or Metaphysics, Value Theory or Philosophy of Religion, and Philosophical Movements or Great Philosophers. Concentrators are expected to complete 201, 203, and 240 by the end of their junior year. Candidates for honors must pass with distinction special written and oral examinations in the spring of their senior year. A minor in Philosophy can be of two kinds: standard (100 or 240, 201, 203; one course from the distribution list; and one other course above the 100 level); or correlative (five courses from one field in Philosophy correlative to the field of concentration and approved by the Department).

**100W Critical Reasoning.** Introduction to methods of reasoning and argument. Open only to freshmen and sophomores. Maximum enrollment, 25. Ring.

**110F,S Introduction to Philosophy.** Analytic examination of some common philosophical issues, such as the existence of God, free will, and the objectivity of ethical judgment. Practice in critically appraising philosophical positions. Some sections not open to seniors; some sections not open to freshmen. The Department.

**201F The History of Western Philosophy: Ancient.** A study of the philosophical classics of Western civilization from early Greek times to the fall of Rome. Open to sophomores. Blackwood.

**202W The History of Western Philosophy: Medieval and Renaissance.** A study of the philosophical classics from Augustine to Francis Bacon. Prerequisite, 201. Maximum enrollment, 25. Blackwood.

**203S The History of Western Philosophy: Modern.** A study of the philosophical classics from Descartes to the present day. Prerequisite, 201. Blackwood.

**209F Philosophy and Feminism.** Analysis of issues of current concern to women. Primary emphasis on the evaluation of arguments offered by contemporary thinkers on all sides of these issues. Open to sophomores. Potter.

**211S Morality of War and Nuclear Armaments.** An examination of traditional justifications of war in light of the development of nuclear weapons, with particular attention given to 'just war' theories, utilitarian justifications, and political realism. Open to sophomores. Ring.

**[219F] Ethical Theory.** Investigation of principal normative ethical theories, including relativism, egoism, utilitarianism, Kantianism, theories of virtue, and existentialism. Emphasis on both classical and contemporary sources. Open to sophomores. (Offered in alternate years; next offered 1985-86.)

**222F Social Ethics.** Introduction to theories of philosophical ethics and ethical reasoning. Application of these theories and techniques to philosophical literature in applied ethics. Topics of social ethics to be chosen from among: racism and sexism, affirmative action, abortion, international justice, world hunger, war and violence, social justice, euthanasia. Open to sophomores. Werner.

**226F Minds, Machines and Artificial Intelligence.** Examination of the philosophical issues raised by theories of artificial intelligence and the possibility of conscious computers. Manfredi.

**240F,S Symbolic Logic.** A study of formal systems of reasoning and argument evaluation. Ring.

**[250W] Philosophical Problems in Medicine.** Examination of conceptual and ethical problems that arise from biomedical research and the practice of medicine. Application of ethical theory and techniques of conceptual analysis to such problems. (Offered in alternate years; next offered 1985-86.) Maximum enrollment, 25.

**260S Philosophy of Science.** Investigation of such issues as the nature, justification, and scope of scientific method; the patterns of scientific explanation in the natural and social sciences; and the reality of scientific constructs. Open to sophomores. (Offered in alternate years.) Manfredi.

**280S Philosophy of Language.** Survey of modern theories of language structure, meaning, and use, with focus on the approaches of philosophers, logicians, and theoretical linguists. Grammatical models and their implications for human thought; meaning, reference, and truth; linguistic conventions and speech act theory. Open to sophomores. (Offered in alternate years.) Summerfield.

**[290F] Philosophy of Mind.** A study of recent work in the philosophy of mind, with emphasis on the relationship between the mind and the brain and the free will-determinism dispute. Attention given to the bearing of scientific discoveries on these issues. Open to sophomores. (Offered in alternate years; next offered 1985-86.)

**300S Equality and the Constitution.** The ethics and politics of equal protection litigation; questions of discrimination respecting race, sex, age, and economic status. Prerequisite, one course above the 100 level in Philosophy or Government. Open to juniors, or with consent of instructors. (Same as Government 300.) Simon and Anechiarico.

**[311F] Islamic Thought.** The faith, practices, history, and philosophies of Islam. Attention also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 311.) (Offered in alternate years; next offered 1985-86.)

**321F Hindu and Buddhist Thought.** The faith, practices, history, and philosophies of Hinduism, and of Theravada and Mahayana Buddhism. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 321.) (Offered in alternate years.) Blackwood.

**331F Chinese Religion and Thought.** The Confucian and Taoist traditions and their historical development. Special emphasis placed upon the reading of translated texts from pre-Buddhist China. Prerequisite, two courses in Religion or Philosophy or consent of instructor. (Same as Religion 331.) (Offered in alternate years.) J. Williams.

**342S Kant.** Critical discussion of Immanuel Kant's theory of knowledge with principal emphasis on *The Critique of Pure Reason* and recent commentaries. Prerequisite, two courses in Philosophy or consent of instructor. (Offered in alternate years.) Potter.

**[344S] Empiricists and Rationalists.** Critical examination of the metaphysics and epistemology of a rationalist and an empiricist philosopher of the modern period; for example, Locke and Leibniz or Descartes and Hume. Discussion of contemporary rationalism and empiricism. Prerequisite, two courses in Philosophy or consent of instructor. (Offered in alternate years; next offered 1985-86.)

**[346W] Bergson.** Intensive study of the work and influence of Henri Louis Bergson (1859-1941). Prerequisite, 203 or consent of instructor. (Offered in alternate years; next offered 1985-86.) Maximum enrollment, 25.

**361F Contemporary Analytic Philosophy.** Examination of the history and methods of the twentieth century analytic philosophical movement. Training in the techniques of philosophical analysis with application of those techniques to problems in epistemology, philosophy of mind, ethics, social philosophy, and aesthetics. Prerequisite, 203 or consent of instructor. Summerfield.

**370F Technology and Alienation.** Inquiry into the impact of technology and bureaucracy on human freedom, conception of self, place in the social order, and conception of the meaningfulness of human existence. Approaches to be considered include Phenomenology, Marxism, Neo-Marxism, and Liberalism. Open to sophomores. (Offered in alternate years.) Werner.

**[380F] Philosophy of Law.** Inquiry into the nature and authority of law, the character of judicial reasoning, and the justification of punishment, with particular attention given to the relation of legality and morality. Open to sophomores. (Offered in alternate years; next offered 1985-86.)

**401S Feminist Theory.** Examination of theories of women's oppression including those of Mill, Engels, Freud, de Beauvoir, Rich, MacKinnon and others. Prerequisite, Women's Studies 101 and one other course in Women's Studies, or Philosophy 209, or consent of instructor. (Same as Women's Studies 401.) Potter.

**410S Seminar in Philosophy of Religion.** Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention given to the nature of religious knowledge. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 410.) (Offered in alternate years.) Blackwood.

**[420F] Seminar in Metaphysics.** Study of some principal metaphysical problems, including determinism, causality, and the explanation of action. Prerequisite, two courses in Philosophy or consent of instructor. (Offered in alternate years; next offered 1985-86.)

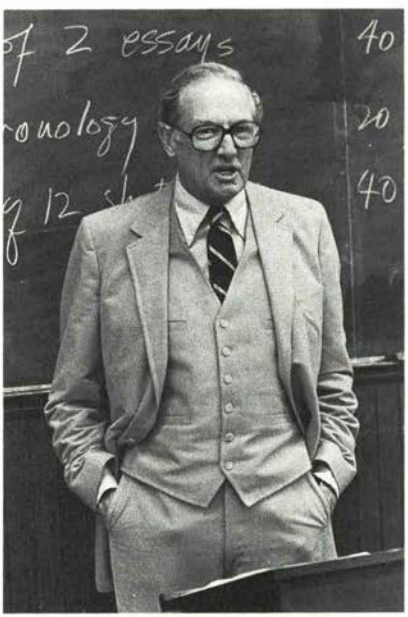
**430F The Problem of Knowledge.** Inquiry into whether it is possible to reject scepticism without resorting to dogmatism. Prerequisite, two courses in Philosophy or consent of instructor. Potter.

**450F Seminar in Ethical Theory.** An investigation of twentieth century ethical theory, focusing on theories of the meaning of ethical terms and on theories of justification in ethics. Prerequisite, two courses in Philosophy. (Offered in alternate years.) Simon.

**[460S] Contemporary Studies of Justice.** Detailed analysis of contemporary theories of distributive and compensatory justice and their consequences for liberty and equality. Prerequisite, two courses in Philosophy. (Offered in alternate years; next offered 1985-86.)

**470W Seminar in Social Ethics.** Inquiry into the ethical issues surrounding the concept of the person as a moral agent. Topics selected from the following: the morality of abortion, infanticide, euthanasia, war, and the moral status of future generations and of animals. Prerequisite, two courses in Philosophy. (Offered in alternate years.) Werner.

**490S Seminar on Policy Evaluation.** Examination of methods and principles for evaluating public policies. Perspectives on policy analysis from economics, philosophy, and political science. Prerequisite, senior concentrator in Public Policy or consent of instructor. (Same as Economics 490 and Government 490.) Eismeier, Simon, White.



# Physical Education

**Faculty**

Thomas E. Murphy, *Chair*
Gregory J. Batt
Michael Davis
Phil Grady
Geraldine Knortz
Eugene M. Long
Sean McDonnell
Janice A. Savitz
Susan L. Spencer
Stephen Stetson
David Thompson
Manfred E. von Schiller

All enrolled students must participate in a required physical education program for individual development. This "Lifetime Carry Over" program is based on the theory that it is as important to develop a healthy body and a love of sport as it is to provide scope for the skilled athlete.

Students are given five proficiency tests: 1) physical fitness; 2) swimming; 3) outdoor carry-over sport; 4) indoor carry-over sport; and 5) a choice of an indoor team sport (volleyball), an outdoor carry-over sport (platform tennis), or an indoor carry-over sport (fencing). Upon passing all five proficiency tests, a student shall have completed the physical education requirement. Except under certain unusual circumstances, it is expected that the requirement will be completed in the freshman year. Students with physical disabilities may enter an individual program approved by the college physician.

Facilities and instruction are provided for the following sports: tennis, golf, physical fitness, swimming, volleyball, platform tennis, fencing, advanced lifesaving, A.R.C. water safety instructor, ice skating, badminton, racquetball, squash, cross country skiing, and outdoor recreation activities.

# Physics

## Faculty

Philip M. Pearle, *Chair*
Roset Khosropour
Rebecca J. McCraw
Peter J. Millet
James W. Ring

A concentration in Physics consists of nine courses: 190, 192, 200, 240, 250, 300, 310, 410, and one other course chosen from 160, 180, 230, 420. Prospective concentrators should take Physics 190, 192, and Mathematics 113, 114 in the first year, and Physics 200, 240 in the sophomore year. It is also strongly advised that Physics 180 or 230 be elected in the sophomore year, and that students intending to go to graduate school in Physics also elect Physics 420 in the senior year. Honors in Physics requires outstanding work in an independent study project sponsored by the Department. Students who wish to major in Physics but who have taken 101, 102, or who have started Physics belatedly, or who have advanced placement in Physics or Mathematics should consult the departmental Chair. A minor in Physics consists of five courses: either 190, 192 or 101, 102, and any other three courses in Physics chosen from 160, 180, and courses at the 200 level or higher. A minor in Astronomy consists of five courses: either 190, 192 or 101, 102, and also 160, 200, and an independent study in Astronomy. Neither of these minors is possible for a student who wishes to concentrate in Physics.

Students interested in the 3-2 or 4-2 engineering programs affiliating Hamilton with engineering schools should take Physics 190, 192, and Mathematics 113, 114 in their first year. For civil, electrical and mechanical engineering, Physics 190, 192, 200, 230, 240, 250, 300, Mathematics 335, and one semester of Chemistry are required; in addition, for recommendation to the 4-2 program leading to the master's degree, Physics 410 or 420 is required. For chemical engineering, two years of Chemistry, Physics 190, 192, 230 or 250, and Mathematics 335 are required. For computer science engineering, Mathematics 242, 335, 343, Physics 180, 190, 192, 200, and either 240 or 300, and one semester of Chemistry are required. Students who have taken 101, 102 and then become interested in engineering should consult the engineering advisor.

**101F-102S Elementary Physics.** The fundamentals of physics, including Newtonian mechanics, fluid mechanics, wave phenomena, statistical mechanics, thermodynamics, and sound in the first semester, and electricity and magnetism, optics, special theory of relativity, and

quantum physics in the second semester. Some emphasis is placed on the application of physics to other fields. Designed for science and non-science majors. Algebra and trigonometry required. Three hours of class and three hours of laboratory. 102 may not be taken as a separate course. Khosropour and Ring.

**150S The Physicist's View of Nature.** The physics of the twentieth century. The ideas of special and general relativity and cosmology, of quantum physics, and elementary particles. A course for students not going on in science. Pearle.

**160F Introduction to Astronomy.** A description of the universe, starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Specific properties of our own solar system. Observational deduction of properties of stars. Stellar evolution and its relation to pulsars and black holes. Galaxies and the structure and history of the universe. Three hours of class and one and one-half hours of laboratory. Millet.

**[180F] Electronics and Computers.** Introduction to the basic concepts and devices of electronics. Emphasis on the simple digital and analog integrated circuit building blocks that can be connected to perform complicated tasks such as computing. Machine language programming, how a computer works, and computer interfacing. 180 and 230 cannot both be taken. Three hours of class and three hours of laboratory. (Offered in alternate years; next offered 1985-86.)

**190F The Comprehensible Universe.** An introduction to the ideas of modern physics: special and general relativity and quantum theory. Emphasis on the fundamental physical concepts of particles, fields, dynamics, symmetries and conservation laws, as applied to understanding properties of elementary particles and of the universe. Intended primarily for those who plan to continue in physical science. Algebra used extensively; it is expected that Mathematics 113 will be taken concurrently or will have been taken, although calculus will seldom be used. Three hours of class and occasionally two hours of laboratory. Not open to students who have taken 101-102. Pearle.

**192S Classical Particles and Fields.** The classical physics of particles and fields, including Newtonian mechanics and electromagnetism. Three hours of class and three hours of laboratory. Prerequisite, 190 and Mathematics 114 or 115 (may be taken concurrently.) Not open to students who have taken 101-102. McCraw.

**200F Mathematical Methods in Physics.** Topics drawn from applied mathematics, including multivariable calculus, linear algebra, vector analysis, orthogonal functions and differential equations, treated in the context of physics. Prerequisite, 102 or 192, and Mathematics 114 or 115. McCraw.

**230F Electronics.** An introduction to the theoretical and experimental analysis of electronic circuits containing resistors, capacitors, inductors, diodes, transistors, and integrated circuits. Both analog and digital circuits discussed in class and investigated in the laboratory. 230 and 180 cannot both be taken. Three hours of class and three hours of laboratory. (Offered in alternate years.) Pearle.

**240S Electricity and Magnetism.** Maxwell's equations studied in both differential and integral form. Electrostatics, magnetism, and their connection through special relativity. Dielectric and magnetic materials. Introduction to electromagnetic waves. Three hours of class and three hours of laboratory. Prerequisite, 200. Ring.

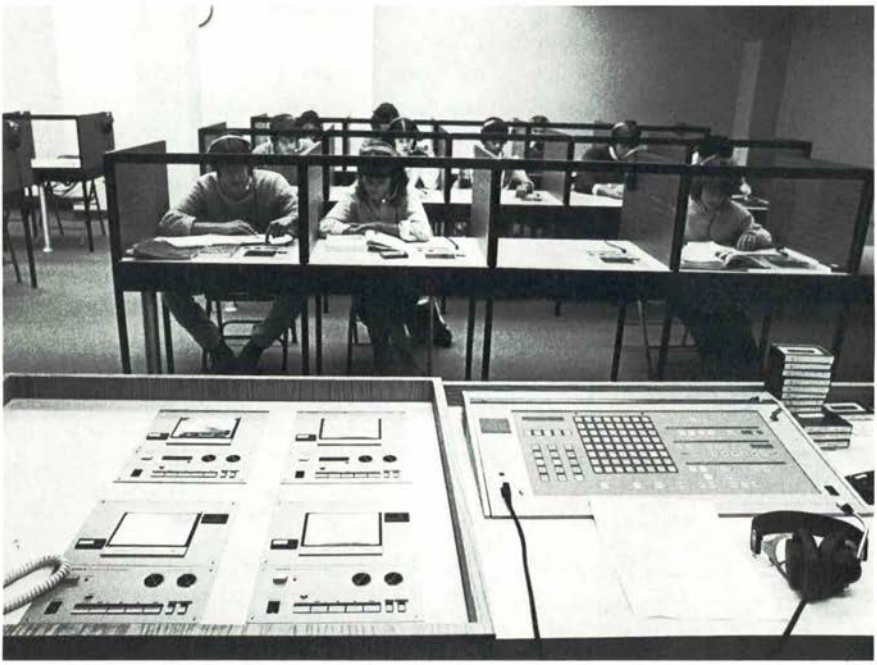
**250S Statistical Physics.** A study of large scale systems from the point of view of statistical theory. Examination of the properties of these systems in terms of a statistical treatment of the motions, interactions, and energy levels of particles. Introduction to basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work, and the laws of thermodynamics. Applications to various physical systems. Prerequisite, 200. McCraw.

**300F Mechanics.** Principles of classical mechanics, including dynamics of particles, resonance, rotating reference frames, celestial mechanics, wave motion, and Lagrangian mechanics. Prerequisite, 200. McCraw.

**310S Quantum Mechanics.** A development of the basic theory and its applications to physical systems. Prerequisite, 200 and 240. Pearle.

**410F Advanced Topics in Quantum Physics.** Topics may include atomic and molecular physics, solid-state physics, nuclear physics, and elementary particle physics. Three hours of class and three hours of laboratory. Prerequisite, 310. Khosropour and Millet.

**420S Advanced Topics in Classical Physics.** Topics may include electrodynamics, propagation of electromagnetic waves, optics, hydrodynamics, and advanced mechanics. Three hours of class and three hours of laboratory. Prerequisite, 240 and 300. Pearle and Ring.



## Polish

See Critical Languages.

# Psychology

### Faculty

Jonathan Vaughan, *Chair*
Terry D. Blumenthal
Margaret Gentry
Amy Herstein Gervasio
George A. Gescheider (WS)
Royal Grueneich (FW)
Douglas J. Herrmann
Douglas A. Weldon

*Special Appointment*
Don Muilenberg

The Department offers concentrations in General Psychology and Psychobiology as follows:

### General Psychology

A concentration consists of eight courses. These must include the following: 101; 201; the course in Psychobiology, 195; a course in memory, learning, or attention chosen from 310, 320 and 380; and a course in clinical, developmental, or social psychology chosen from 324, 337, and 340. (Note that 337 and 340 have particular prerequisites.) If a student elects both 245 and 246, only one of these may count toward the courses of the concentration or minor. Students may earn departmental honors through distinguished achievement in Psychology courses, including 460, and the successful oral defense of a thesis based on independent research. A minor in General Psychology consists of 101, 201, one laboratory course numbered in the 300s, and two other Psychology courses.

### Psychobiology

A concentration consists of ten courses: Biology 111-112; Psychology 101, 195, 201, 318, 330, and 350; and two courses selected from Biology 222, 227, 331, 444, and advanced Psychology courses. Students may earn departmental honors through distinguished achievement in courses in the concentration, including 460, and the successful oral defense of a thesis based on independent research. Students considering graduate work in neuroscience are advised to take Physics 101-102; Mathematics 113-114, and 141; and Chemistry 223-224.

**101F,S Introductory Psychology.** An introduction to the science of human behavior. Topics include perception, learning, motivation, cognitive and social development, personality, individual differences, social behavior, psychopathology and the behavior disorders. Vaughan (Fall); Gervasio (Spring).

**[119W] Psychology of the Preschool Child.** Selective survey of psychological theory and research concerning young children. Topics

include cognitive development, socialization processes, and preschool education programs. Involves participation in the nursery school program at the Clinton Child Care Center on campus. May not be counted toward the concentration or the minor. (Next offered 1985-86.) Maximum enrollment, 22.

**[130W] Cognitive Psychology.** A study of how our perceptions of the world around us are mentally transformed, reduced, elaborated, stored, recovered, analyzed, and used in a variety of life's situations. Topics include attention, concept acquisition, decision-making, language use, memory, thinking, and problem-solving. May not be counted toward the concentration or the minor. (Offered in alternate years; next offered 1985-86.) Maximum enrollment, 20.

**161W Techniques of Remembering.** Theory and practical strategies of memory improvement across a wide variety of memory tasks concerning names, faces, appointments, chores, geographic locations, autobiographical experiences, knowledge, actions, and others. Maximum enrollment, 30. Herrmann.

**195F,S Introduction to Brain and Behavior.** Study of the structure and function of the nervous system as it relates to consciousness and behavior. Emphasis on psychobiological explanations of perception, learning, attention, motivation, emotion, and behavior disorders. Students who elected 101 before 1984 must have consent of instructor. Gescheider (Fall); Weldon (Spring).

**201F,S Statistics and Methods in Psychological Research.** The methods used in the study of psychological processes. Descriptive and inferential statistics as used in psychological research. Applications of statistical tools to the analysis of data. Three hours of class and three hours of laboratory. Prerequisite, 101. Herrmann (Fall); Gentry (Spring).

**211S Child Development.** An introduction to the science of child behavior. Covers perceptual, cognitive, linguistic, social, and personality development from birth through childhood. Prerequisite, 101. Grueneich.

**214F Social Psychology.** The study of the individual in a social context. Emphasis on such topics as attitude change, interpersonal attraction, person perception, aggression, crowding, and the environment. Prerequisite, 101. Gentry.

**[215W] Topics in Personality.** Exploration of psychoanalytic, trait/factor, and learning theories of personality through the study of

current research in areas such as personality and psychological disturbance, physical illness, aggression, creativity, sex roles, legal issues, vocational choices, and changes over the lifespan. Topics vary from year to year. May not be counted toward the concentration or the minor. Prerequisite, 101. Not open to students who have taken Psychology 312. (Offered in alternate years; next offered 1985-86.) Maximum enrollment, 25.

**221W Psychology of Women.** A survey of the behavior of women as examined from several perspectives, including psychoanalytical, biological, historical/cultural, developmental, and social psychological. Also more specialized topics relating to the psychology of sex roles, androgyny, women's conflict over achievement, and female sexuality. May not be counted toward the concentration or the minor. Prerequisite, 101. Maximum enrollment, 20. Gentry.

**223F Abnormal Psychology.** An introduction to the concept of abnormal behavior, with consideration of both psychological and sociological perspectives. Topics include classification, assessment, and treatment for disorders such as psychoses, anxiety and personality disorders, brain dysfunctions, and sexual variance, with emphasis on empirical research in these areas. Prerequisite, 101. Gervasio.

**[235S] Educational Psychology.** The application of psychological principles and methods to educational problems. Topics include principles of learning, construction and interpretation of tests, management of classroom behavior, and the intellectual and social development of school-aged children. Three hours of lecture and two hours of laboratory. Prerequisite, 101. (Offered in alternate years; next offered 1985-86.)

**[240S] Intellect and Culture.** An examination of how intellectual processes vary with culture. Anthropological and psychological approaches to perception, learning, communications, and reasoning. Prerequisite, 101, or Anthropology 113. (Same as Anthropology 240.) (Offered in alternate years; next offered 1985-86.)

**[245F] Computers in Research.** A practical introduction to computer control and analysis of experiments in psychology and related disciplines. Topics include principles of minicomputer hardware, assembly language, special-purpose high-level languages, and the use of statistical packages. Three hours of lecture and three hours of laboratory. Prerequisite, Mathematics 141, or equivalent programming

experience, or consent of instructor. (Same as Mathematics 245.) (Offered in alternate years; next offered 1985-86.) Maximum enrollment, 15.

**246S Artificial Intelligence.** An interdisciplinary study of the relationship between digital computers and human intelligence. Topics include formal definitions of computation; knowledge representation schemes; AI programming languages; computer models for problem-solving, game playing, theorem-proving, pattern-recognition and vision, natural language processing; philosophical and sociological perspectives. Prerequisite, 141 or equivalent programming experience. (Same as Mathematics 246.) Open to sophomores. Hirshfield and Vaughan.

**[270W] Pain.** A study of the neurophysiological and psychological bases of pain. Special emphasis on the relationship between experimental research and the assessment and treatment of clinical pain. Topics include acupuncture, analgesics, biofeedback, drug addiction, enkephalin and the endorphins, hypnosis, influences of emotion and motivation, measurement of pain, phantom pain, placebos, and sociocultural factors. May not be counted toward the concentration or the minor. Prerequisite, 101. (Next offered 1985-86.) Maximum enrollment, 25.

**290S The Psychology of Language.** A study of the theories and data concerning the processing of language, with particular attention to meaning. Prerequisite, 101. Herrmann.

**310S Attention and Performance.** The selection and transformation of information from sensation and memory as they affect perception, learning, cognition, and motor performance. Applications selected from reading, decision making, human factors, and attentional disorders such as schizophrenia. Three hours of class and three hours of laboratory. Prerequisite, 201. Vaughan.

**[312F] Theories of Personality.** A study of the structure of personality and the dimensions along which individuals differ. Emphasis on the contributions of major personality theorists and on the implications of current research trends in personality. Prerequisite, 201. May be taken concurrently. (Offered in alternate years; next offered 1985-86.)

**318S Animal Behavior.** An overview of methods and findings in comparative psychology and ethology. Behavioral patterns of different species discussed with respect to evolutionary theory, behavioral genetics, comparative neurology, behavioral endocrinology, and Pavlovian and

instrumental conditioning. Topics include social, maternal, and reproductive behavior, communication, and effects of early experience. Three hours of lecture and three hours of laboratory. Prerequisite, 201. Effective 1985-86, prerequisite, 195 and 201. Weldon and Vaughan.

**[320S] Conditioning and Learning.** Principles of Pavlovian conditioning, instrumental learning, stimulus control, and attentional processes in animal and human learning. Therapeutic applications such as behavior therapy and biofeedback training. Three hours of lecture and three hours of laboratory. Prerequisite, 201. May be taken concurrently. (Next offered 1986-87.)

**324F Developmental Psychology.** Introduction to the study of behavioral development across the human life span. Emphasis on theories of developmental processes and on research methodology for studying behavioral change. Three hours of class and two hours of laboratory. Prerequisite, 201. Maximum enrollment, 20. Blumenthal.

**330F Physiological Psychology.** The study of the biological basis of behavior, with emphasis on current developments in neuroscience. Applications of knowledge of the structure and function of the nervous system to the following topics: sensory and motor processes, motivation, emotion, attention, learning, memory, hemispheric laterality, and recovery of function after neural damage. Laboratory work in neuroanatomy, neurophysiology, and neuropsychology. Three hours of lecture and three hours of laboratory. Prerequisite, 101 and either 201 or Biology 222. Effective 1985-86, prerequisite, 195 and 201 or Biology 222. Weldon.

**337S Advanced Social Psychology.** A survey of the major empirical and theoretical concepts in social psychology. Major emphasis on methodology and research problems unique to social psychology. Three hours of lecture and two hours of laboratory. Prerequisite, 201 and 214. Gentry.

**340F Theory and Practice of Behavior Change.** A selective study of psychotherapy with consideration of recent trends in behavior therapy and theories encompassing both psychodynamic and behavioral methods. Special emphasis on laboratory work, including semester-long section in beginning interviewing and counseling skills, and data collection and interpretation. Recommended to be taken in junior year if field project or internship is planned senior year. Prerequisite, 215 or 223 or 312. Gervasio.

**350S The Senses.** An investigation of the anatomy, physiology, and psychophysics of the senses. An introduction to the basic principles of sensory coding by an examination of visual, auditory, tactile, temperature, pain, and chemical senses. Special emphasis in laboratory work on vision, hearing and touch. Three hours of lecture and three hours of laboratory. Prerequisite, 201. Effective 1985-86, prerequisite, 195 and 201. Blumenthal.

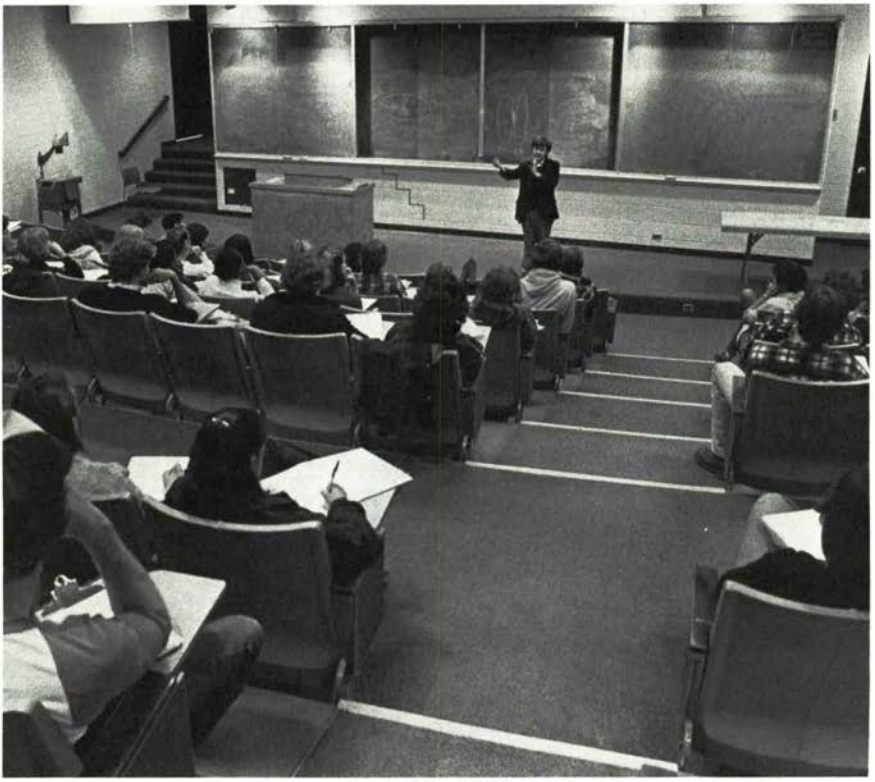
**380S Human Memory.** An analytical study of the components and processes of human memory. Three hours of class and three hours of laboratory. Prerequisite, 201. May be taken concurrently. Herrmann.

**442F Seminar in Psychopharmacology.** A study of the effects of drugs on animal and human behavior. Topics include neuropharmacology, antipsychotics, analgesics, stimulants, hallucinogens, antidepressants, alcoholism, addiction, and the implications of drug effects for neurochemical theories of behavior. Prerequisite, 101 and either 201 or Biology 222 or Chemistry 224. Open to juniors and seniors. Weldon.

**444S Seminar in Clinical Psychology.** An examination and evaluation of the major areas of study in clinical psychology, including psychotherapy, theories of assessment and testing, behavioral medicine, and lifespan research. Consideration given to the ethical, legal, and professional issues confronting the clinical psychologist. Prerequisite, 223 or 312. Gervasio.

**445S Seminar in Theories of Psychotherapy.** A study of selected "schools" of psychotherapy. Special attention given to the basic assumptions regarding human nature on which these therapies have been established, and to the manner in which the various schools define and interpret mental disorder. Practical issues and philosophical concerns of clinical practice. Prerequisite, 215, 223, or 312. Muilenberg.

**455F,W,S Field Study in Psychology.** Seminar in psychological services combined with field study in one of several cooperating local agencies and schools. Extensive written project addressing theoretical issues relevant to the population chosen for field work. Discussion topics include methods in provision of psychological, educational, and applied services, and methodological and ethical issues in psychotherapy, counseling, and educational psychology. Prerequisites, two advanced courses in psychology and permission of the instructor. Enrollment limited depending on space available in cooperating agencies. The Department.



**460S Senior Program.** An overview of contemporary psychology and psychobiology, with topics selected from among the following areas: comparative, physiological, sensory, perceptual, learning, memory, cognitive, developmental, social, and clinical psychology. Emphasis placed on historical development and integration of these major areas. Open only to senior concentrators. Required for honors in Psychology or Psychobiology. Grueneich.

# Public Policy

The Public Policy Program is administered through the Departments of Government, Economics, and Philosophy. The activities of the Arthur Levitt Public Policy Center include direction of the interdisciplinary concentration in public policy, sponsorship of lectures and conferences, and support of research in the policy sciences.

A concentration in Public Policy consists of Government 229, 230, 250, 331, and 490; Economics 100, 110, and 208; and two courses in political or social philosophy chosen in consultation with the major advisor. Government 230 should be taken before the senior year. Credit from the Term in Washington Program may be substituted for up to two of the above with the approval of the major advisor. Students interested in pursuing graduate study in public policy and/or careers in public affairs are encouraged to take additional courses in substantive areas of public policy and in mathematics. To qualify for honors in Public Policy, a student must submit a distinguished record in the concentration and perform with distinction on a comprehensive examination. A minor in Public Policy consists of two courses in Government and one in Philosophy chosen in consultation with the Department, and Economics 110 and 208.

The course requirements for the Public Policy concentration are:

| | |
|---|---|
| **Government 229** | **Scope and Methods** |
| **230** | **Data Analysis for Politics and Policy** |
| **250** | **The Public Policy Process** |
| **331** | **Organization Theory** |
| **490** | **Seminar on Policy Evaluation** |
| **Economics 100** | **Introduction to Macroeconomics** |
| **110** | **Introduction to Microeconomics** |
| **208** | **The Economics of Public Policy** |

One course chosen from among:

| | |
|---|---|
| **Government 270** | **Democratic Theory** |
| **Philosophy 222** | **Social Ethics** |
| **Philosophy 230** | **Political and Social Philosophy** |
| **Philosophy 250** | **Philosophical Problems in Medicine** |

One course chosen from among:

| | |
|---|---|
| **Philosophy 370** | **Technology and Alienation** |
| **Philosophy 380** | **Philosophy of Law** |
| **Philosophy 450** | **Seminar in Ethical Theory** |

**Philosophy 460 Contemporary Studies of Justice**
**Philosophy 470 Seminar in Social Ethics**

In addition to these required courses, there are many other policy related courses in the college curriculum which will be of interest to Public Policy concentrators. Students interested in concentrating in Public Policy should consult with the Director of the Public Policy Program, Theodore J. Eismeier (Government).

# Religion

**Faculty**

Jay G. Williams, *Chair*
O. Stephenson Brooks
Jeffrey C. Eaton
Melvin B. Endy, Jr.
Bennett Ramsey
Heidi Ravven

*Special Appointment*
Hermine W. Williams (S)

A concentration in Religion consists of nine courses, including two 400-level courses and 550 or its equivalent in the senior year. Since 550 demands a broad knowledge of at least two major religious traditions, students are expected to elect courses accordingly. Honors will be awarded on the basis of the cumulative average achieved in courses in the Department and performance in 550. A minor in Religion consists of five courses, including one course at the 400 level.

**120F,S Origins.** An introduction to the study of religion through an analysis of the life, thought, and influence of four great figures: Gautama Siddharta (Buddha), Socrates, Jesus, and Mohammed. One lecture and two seminars each week. Beginning with the Class of 1987, open only to freshmen and sophomores. The Department.

**145W Theology in a Revolutionary Situation.** An intensive study of emerging trends in theologies of the Third World. Concentration on the writings of Latin American, African, and Asian theologians, and on the role of the Christian church in social struggles for liberation. Maximum enrollment, 30. Ramsey.

**[150W] On Being a Christian.** Analysis of Hans Küng's important contemporary study of the Christian faith, *On Being a Christian*. Major emphasis on the delineation and clarification of the essentials of Christian belief. (Offered in alternate years; next offered 1985-86.) Maximum enrollment, 30.

**162W Religion in the Holy Land: Historical Roots and Present Realities.** A study tour in Israel which emphasizes both the beginnings and modern situation of Judaism, Christianity, and Islam in that country. Extra cost. Maximum enrollment, 35. Ravven and Williams.

**207F Jewish Thought from Hellenistic Times to the Modern Era.** A survey and analysis of the major issues of Jewish thought as they developed both within the Rabbinic tradition and as a result of the encounter of Judaism with classical Greek thought. Ravven.

**208S Jewish Thought from Spinoza to the Present.** A survey and analysis of the major issues of Judaism in modernity including Zionism, the Holocaust, the rise of the reform movement and other alternatives to orthodoxy. Religion 207 is not a prerequisite. Ravven.

**220F Introduction to the Bible.** A critical introduction to the Hebrew and Christian Scriptures. Attention focused on the literature, religions, and history of the communities attested in various Biblical books. Brooks.

**225S The Rise and Continuation of the Apocalyptic Perspective.** An analysis of the apocalyptic perspective in Judaism and Christianity. Examination of representative texts from Isaiah, Daniel, The Dead Sea Scrolls, Apocrypha and Pseudipigrapha, The Gospels, Paul's Letters, Revelation. Second half of course analyzes the modern apocalyptic perspective as expressed in literature, film, art, and music. Brooks.

**260F Music as an Expression of Religion.** An examination of how music in representative oriental and occidental cultures has been employed to express religious ideas and feelings. Attention paid to the religious significance of dance, musical instruments, and notational and aural symbolism. No previous knowledge of music required. H. Williams.

**[270S] The Meaning of God.** An investigation of the question: "What is referred to by the word 'God'?" Both cultural and logical challenges to traditional answers to be considered. Readings from modern, critical theologians. (Offered in alternate years; next offered 1985-86.)

**275F Women and Theology.** The implications of feminist criticism of the Bible and the Church for the understanding of Christian theology, and the implications of Christian theology for the understanding of sexuality. Special concentration on works by modern women theologians on issues of concern to women and men. (Offered in alternate years.) Eaton.

**278S American Judaism.** A survey of contemporary Jewish life in America with special attention to the American Synagogue, communal agencies, cultural trends, and the American Jewish-Israel relationship. Ravven.

**280F Religion in America.** An historical and topical study of American religious life and thought. Topics include the formative

influence of Protestantism, major Jewish and Catholic developments, civil religion, and religious aspects of American intellectual history. Ramsey.

**300F The Religion of Ancient Israel.** A careful analysis of selected books of the Law, Prophets, and Writings. Prerequisite, one course in Religion or consent of instructor. J. Williams.

**305F The Development of Christian Thought.** An historical and topical study of Christian thought about God, Jesus Christ, the human condition, and salvation. Readings in classical thinkers such as Augustine, Aquinas, and Luther. Prerequisite, one course in religion. Ramsey.

**[311F] Islamic Thought.** The faith, practices, history, and philosophies of Islam. Attention also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, two courses in Philosophy or Religion. (Same as Philosophy 311.) (Offered in alternate years; next offered 1985-86.)

**321F Hindu and Buddhist Thought.** The faith, practices, history, and philosophies of Hinduism and of Theravada and Mahayana Buddhism. Prerequisite, two courses in Philosophy or Religion. (Same as Philosophy 321.) (Offered in alternate years.) Blackwood.

**331F Chinese Religion and Thought.** The Confucian and Taoist traditions and their historical development. Special emphasis on the readings of translated texts from pre-Buddhist China. Prerequisite, two courses in Religion or Philosophy, or consent of instructor. (Same as Philosophy 331.) J. Williams.

**332S Mahayana Buddhism in China and Tibet.** A study of the various traditions of Mahayana Buddhism through an analysis of selected texts in translation and secondary sources. Prerequisite, one course in Religion or consent of instructor. J. Williams.

**[334S] Religion in Essence and Manifestation.** A comparative study of the expression of religion in myth, ritual, art, architecture, and society. Emphasis on the religion of South Asia as paradigmatic for human religion in general. Prerequisite, one course in Religion or consent of instructor. (Offered in alternate years; next offered 1985-86.)

**[336W] Martin Buber.** Intensive study of the religious philosophy of Martin Buber with special attention to his philosophy of dialogue, social

theory, and Biblical criticism. (Offered in alternate years; next offered 1985-86.) Maximum enrollment, 30.

**340S Jesus and the Early Christian Tradition.** A comprehensive introduction to the four gospels with special emphasis on the nature of early Christian traditions about Jesus. Prerequisite, one course in religion, or consent of instructor. Brooks.

**[345F] The Problem of Evil.** Inquiry into the theological problem of evil and how it has been addressed by various thinkers in the Christian tradition, with special emphasis on contemporary responses to the problem. Prerequisite, two courses in Religion. (Offered in alternate years; next offered 1985-86.)

**353F The Christian Church: From Paul to Augustine.** A general survey of the intellectual, social, and political structures of early Christianity, with special reference to competing models of belief and authority in story, doctrine, and liturgy. Prerequisite, one course in Religion. Brooks.

**355F Paul and the Rise of the Christian Church.** A study of the Pauline, Deutero-Pauline, and Pastoral Epistles. Emphasis on Paul's letters. Consideration given to Paul's continuing influence into second century Christianity. Jewish Christianity, agnosticism, orthodoxy, and heresy treated. Prerequisite, one course in religion or consent of instructor. Brooks.

**[390S] Classics of American Religious Thought.** An intensive study of selected major figures such as Edwards, Emerson, Melville, William James, and Reinhold Niebuhr. Prerequisite, one course in religion. (Next offered 1985-86.)

**410S Seminar in Philosophy of Religion.** Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention given to the nature of religious knowledge. Prerequisite, two courses in Religion or Philosophy. (Same as Philosophy 410.) Blackwood.

**[420S] Seminar in Narrative Theology.** An intensive study of the influence of Biblical approaches to revelation and history on human experience of the sacred. Readings in the classics of religious autobiography and in major novels illuminating human nature and destiny. Prerequisite, two courses in Religion. (Next offered 1985-86.)

**432F Religion and Its Critics in the Nineteenth Century.** An intensive study of nineteenth century attempts to understand the nature of religion by both religious and anti-religious thinkers. Particular attention will be paid to Kant, Schleiermacher, Hegel, Feuerbach, Marx, Kierkegaard, James, and Freud. Prerequisite, two courses in Religion or consent of instructor. Ramsey.

**440S Seminar in Biblical Studies.** An intensive examination of one biblical book. Topic for 1984-85: The Gospel of John. Prerequisite, two courses in Religion or consent of instructor. Brooks.

**[450F] Theories of Religion.** Analysis of a variety of contemporary approaches to the study of religion leading to the development of one's own methodology. Emphasis on the methodology and conclusions of such thinkers as Berger, Eliade, Levi-Strauss, Ricoeur, and Jung. Prerequisite, two courses in Religion or consent of instructor. (Next offered 1985-86.)

**460S Seminar in Theology.** The doctrine of the Trinity and its role in twentieth century theology. Readings will be taken from Barth, Rahner, Moltmann, Brunner, and Process Theologians. Prerequisite, two courses in Religion or consent of instructor. Eaton.

**550W Comprehensive Program.** A program of readings, seminar discussions, and reports, culminating in a comprehensive examination. Required of all senior concentrators. The Department.

# Romance Languages and Literature

Rouben C. Cholakian, *Chair*

The Department of Romance Languages offers programs of instruction and concentrations in French and in Spanish. The foreign language is used as much as possible in the introductory courses, while all upper-level classes are conducted entirely in the foreign idiom. Because modern language study is not an abstract learning exercise limited to the classroom, the Department strongly recommends study abroad and sponsors its own Junior Year in France and Academic Year in Spain programs.

## French

### Faculty

Rouben C. Cholakian
James B. Davis (FWS)
Susan A. Hanson
Roberta Krueger (FWS)
John O'Neal

*Special Appointment*
Patricia Cholakian

A concentration in French consists of eight courses numbered 140 or higher chosen according to one of the three combinations listed below. French 211 and 212 must be taken before the senior year. French 200 is strongly recommended but is not obligatory as a prerequisite for 211 and 212. Any history, civilization, or culture course offered by another department concentrating specifically on France may satisfy the French 250 requirement, but will not count as one of the eight concentration courses.

After French 140 and in addition to French 250 (or the equivalent), the student may choose one of three options:

(1) 200, 211, 212, two 300-level courses, and one elective (two if 200 is waived).

(2) 200, 211, either 304 or 306, either 308 or 310, and two electives (three if 200 is waived).

(3) 200, 212, either 315 or 325, either 335 or 345, and two electives (three if 200 is waived).

Concentrators may not normally fulfill the requirements for the major through the election of 200-level courses during their senior year. Concentrators will be required to pass a language proficiency

examination at the end of the first semester of the senior year. Candidates for honors will be required to complete with distinction an Honors Project (French 500) during the spring semester in lieu of a 300-level course and to earn a B+ or better on an honors examination taken at the end of their senior year. A minor in French consists of five courses numbered 140 or higher, with at least one course at the 300 level.

**110F First Term French.** A thorough grounding in aural comprehension, speaking, reading, and writing. Taught partially in French. Four hours of class, with additional drill and laboratory work. Open to students who have had no previous training in French. Hanson.

**120F,S Second Term French.** Further work in aural comprehension, speaking, reading, and writing. Four hours of class, with additional drill and laboratory work. Prerequisite, 110. Students placed in 120 should select 120F. French 120F is a general review; French 120S is a continuation of French 110. R. Cholakian (Fall); Hanson (Spring).

**130F,S Third Term French.** Review of grammar and syntax. Reading and vocabulary training. Oral practice. Three hours of class, with additional drill and laboratory work. Prerequisite, 120. O'Neal (Fall); Hanson (Spring).

**140F,S Fourth Term French.** Reading of selected texts, with outside reading. Practice in oral and written expression. Three hours of class, with additional drill and laboratory work. Prerequisite, 130. P. Cholakian.

**160W Paris: Winter Term.** Small language classes daily for grammar, pronunciation, and conversation. Scheduled visits to monuments in and around Paris. Attendance at plays and concerts. Oral and written reports and examinations. Housing with French families. Extra cost. Prerequisite, 130 or consent of the Department. The Department.

**180W Love Songs of the Troubadours.** Study of important Provençal poets whose works gave rise to the concept of "courtly love." Taught in English. R. Cholakian.

**200F,S Advanced French.** Designed for students who wish to acquire a better command of spoken and written French and to improve their reading skills. Written as well as oral exercises. Drill and laboratory work. Taught in French. Prerequisite, 140 or consent of the Department. R. Cholakian (Fall); O'Neal (Spring).

**211F Introduction to French Literature I.** Study and analysis of selected major works from 1800 to the present. Written reports and

laboratory work. Taught in French. French 200 is strongly recommended but is not obligatory as a prerequisite; consult the Department. R. Cholakian.

**212S Introduction to French Literature II.** Study and analysis of selected major works from the Middle Ages to 1800. Written reports and laboratory work. Taught in French. French 200 is strongly recommended but is not obligatory as a prerequisite; consult the Department. O'Neal.

**250S Contemporary France.** A study of present-day French society as seen in its economy, politics, culture, and in the daily life of its people. Discussion, written and oral work. Taught in French. May be taken by students who have had a 300-level course, in which case extra work is required. Prerequisite, 140 or consent of the Department. (Offered in alternate years.) P. Cholakian.

**[270F] Conversation and Translation.** Emphasis on speaking and writing skills. Oral practice to build an active vocabulary through dialogues, discussions, and short oral reports. French-English and English-French translations with a concern for stylistic and linguistic problems. Prerequisite, 200 or consent of the Department. (Offered in alternate years; next offered 1985-86.)

**290F Career Skills in French.** Introduction to the vocabulary of the French business milieu. Analysis of the French character as it relates to the world of commerce. Intensive oral and aural training. Participation in simulated situations involving banking, telephoning, advertising, job hunting, etc. Readings taken from current periodicals. Laboratory exercises. Taught in French. Prerequisite, French 140 or consent of the Department. Not open to seniors except by special permission. (Offered in alternate years.) P. Cholakian.

**304S Medieval French Literature.** Representative works of the major literary genres. The *chanson de geste,* courtly romance, lyric poetry, the allegorical dream vision, the *fabliau,* and drama will be studied in their socio-historic contexts. Lectures, discussion, research, and oral reports. Taught in French. Prerequisite, any 200-level course or consent of the Department. R. Cholakian.

**[306F] Renaissance.** Study of the major prose and verse of the sixteenth century. Authors studied include Marot, Rabelais, Du Bellay, Ronsard, and Montaigne. Lectures, discussions, outside reading, and

written reports. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years; next offered 1985-86.)

**308F French Classicism.** Study and analysis of important texts of the seventeenth century. Written and oral reports and *"explications de textes."* Authors studied and discussed include Corneille, Molière, and Racine. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years.) P. Cholakian.

**[310S] Eighteenth Century Literature and Society.** A survey of representative fictional, dramatic, and philosophical works in the last century of the *ancien regime.* Authors to be read include Montesquieu, Marivaux, Voltaire, Diderot, Rousseau, Beaumarchais, and Laclos. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years; next offered 1985-86.)

**315F The Age of Romanticism.** Study of the romantic movement and of the beginnings of realism. Lectures, discussions, outside reading, and oral and written reports. Authors studied include Chateaubriand, Hugo, Lamartine, Vigny, Musset, Balzac, and Stendhal. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years.) Hanson.

**[325S] Realism, Naturalism, Symbolism.** Study of the development of realism, naturalism, and symbolism in the second half of the nineteenth century. Lectures, discussions, outside reading, and oral and written reports. Authors studied include Baudelaire, Flaubert, Heredia, Verlaine, Rimbaud, Mallarmé, and Zola. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years; next offered 1985-86.)

**335S Early Twentieth Century.** Literary developments in the theater, novel, and poetry between 1900 and 1939. Lectures, discussions, outside reading, and oral and written reports. Authors studied include Gide, Claudel, Apollinaire, Proust, Valéry, Giraudoux, and Malraux. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years.) Hanson.

**[345S] French Literature since 1940.** Theater, novel, and poetry during and after the Second World War. Lectures, discussions, outside reading, and oral and written reports. Authors studied include Montherlant, Anouilh, Sartre, Camus, Eluard, Beckett, Ionesco, and

Butor. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years; next offered 1985-86.)

**370S Images of Women in French Literature.** Reading selections from all periods, including works by Abelard and Heloise, Guillaume de Lorris, Ronsard, Mme de LaFayette, Rousseau, Flaubert and Colette. Discussions will focus on the dialectics of desire in these works and on the double binds which confront their female protagonists. Prerequisite, any 200-level course or consent of the Department. O'Neal.

**390S Advanced Composition and Oral Practice.** A practical course, conducted entirely in French, with emphasis on oral and written use of the language. Regular compositions and short oral reports. Open to sophomores. Prerequisite, any 200-level course or consent of the Department. Maximum enrollment, 18. R. Cholakian.

**500S Honors Project.** Independent study programs consisting of the preparation and oral defense of a paper, for students who qualify as candidates for departmental honors. Only students having an average of at least 88 in courses counting toward the concentration at the end of the first semester of the senior year may qualify. In order to earn honors, other requirements must be fulfilled as outlined above. The Department.

## Spanish

### Faculty

Jeremy T. Medina (FW)
Edgar Paiewonsky-Conde (WS)
Nancy Sternbach
Santiago Tejerina-Canal

A concentration in Spanish consists of eight courses numbered 140 or higher, including one course in civilization (either Spanish or Latin American) and an advanced course in each of the following: the Spanish Golden Age, twentieth century Spanish literature, and Latin American literature. Any history, civilization, or culture course offered by another department concentrating specifically on Spain or Latin America may satisfy the civilization requirement but will not count as one of the eight concentration courses.

Concentrators may not normally fulfill the requirements for the major through the election of 200-level courses during their senior year.

Concentrators will be required to pass a language proficiency examination at the end of the first semester of the senior year. Candidates for honors will be required to complete with distinction an Honors Project (Spanish 500) during the spring semester in lieu of a 300-level course and to earn a B+ or better on an honors examination taken at the end of their senior year. A minor in Spanish consists of five courses numbered 140 or higher, with at least one course at the 300 level.

**110F First Term Spanish.** Thorough grounding in aural comprehension, speaking, reading, and writing. Linguistically oriented and conducted according to the intensive oral method. Four hours of class, with additional drill and laboratory work. The Department.

**120F,S Second Term Spanish.** Further work in aural comprehension, speaking, reading, and writing. Four hours of class, with additional drill and laboratory work. Prerequisite, 110. Sternbach (Fall); Medina (Spring).

**130F,S Third Term Spanish.** Intensive grammar review. Stress on oral practice and selected readings from modern Spanish texts. Three hours of class, with additional drill and laboratory work. Prerequisite, 120. Paiewonsky-Conde (Fall); Tejerina-Canal (Spring).

**140F,S Fourth Term Spanish.** Reading of selected texts. Practice in oral and written expression. Three hours of class with additional drill and laboratory work. Prerequisite, 130. Tejerina-Canal (Fall); Sternbach (Spring).

**150S Spanish for Native Speakers.** A comprehensive, structural review of the Spanish language for bilingual students. Writing skills developed through topics in composition. Three hours of class, with additional drill work. Placement by departmental examination. Maximum enrollment, 10. Tejerina-Canal.

**160W Madrid: Winter Term.** Small language classes daily for pronunciation and conversation. Civilization courses for more advanced students. Scheduled visits to monuments and museums in and around Madrid. Attendance at plays and concerts. Oral and written reports and examinations. Housing with Spanish families. Extra cost. Prerequisite, 130 or consent of the Department. The Department.

**200F,S Advanced Spanish.** A course designed for students who wish to acquire a better command of the language. Emphasis on conversation based on readings selected from Latin American sources. Written

compositions and exercises. Three hours of class, plus an additional conversation hour, with supplementary laboratory work. Taught in Spanish. Prerequisite, 140 or consent of the Department. Tejerina-Canal (Fall); Sternbach (Spring).

**[210] Introduction to Spanish Literature.** Intensive study and analysis of selected modern works. Emphasis on student participation and on original application of critical methodology. Taught in Spanish. Prerequisite, 140 or consent of the Department. (Offered in alternate years; next offered 1985-86.)

**[240F] Spanish American Civilization.** The history and culture of Spanish America. A study of the origins and evolution of the Spanish American character, tradition, and thought. Taught in Spanish. Prerequisite, 140 or consent of the Department. (Offered in alternate years; next offered 1985-86.)

**250S Spanish Civilization.** A study of the culture of Spain, including history, painting, music, and the development of the modern Spanish character, with emphasis on contemporary social, political, and religious problems. Taught in Spanish. Prerequisite, 140 or consent of the Department. (Offered in alternate years.) Medina.

**260F Introduction to Spanish American Literature.** A panoramic view of the development of Spanish American literature, emphasizing representative works of each period or literary school. Introduction to basic skills for literary analysis. Taught in Spanish. Prerequisite, 140 or consent of the Department. (Offered in alternate years.) Sternbach.

**[300] Spanish Theater of the Golden Age.** Study of leading dramatists of the sixteenth and seventeenth centuries. The authors studied will be: Miguel de Cervantes, Lope de Vega, Tirso de Molina, Juan Ruiz de Alarcón, Pedro Calderón de la Barca, and Francisco de Rojas Zorrilla. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Offered every third year; next offered 1985-86.)

**[310] Golden Age Prose.** Study of major works of the sixteenth and seventeenth centuries, including writings of Fernando de Rojas and Cervantes, and several examples of the picaresque novel. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Offered every third year; next offered 1985-86.)

**[320F] Contemporary Latin American Novel.** Reading and discussion of the major works by the generation of writers known as the Latin American "boom": Borges, Rulfo, Cortázar, Fuentes, García Márquez, Vargas Llosa, and Carpentier. Consideration given to the political factors that inform the ideological definitions of these writers. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years; next offered 1985-86.)

**340F Latin American Thought from Marti to Guevara.** A study of the most significant ideological works that have shaped Latin American thought from the late nineteenth century to the present. A variety of readings: metaphysical (Borges); cultural (Paz); testimonial (Chungara); pedagogical (Friere); with main emphasis on the sociopolitical essay (Martí, Mariátegui, Cesaire, Retamar, and Guevara). Essayists placed in their proper historical and ethnocultural contexts. Taught in English, with a section in Spanish. (Offered in alternate years.) Paiewonsky-Conde.

**[350S] The Realistic Novel.** Analysis of the works of leading writers of the Realistic Movement in Spain. Special attention to Galdós, but including novels by Alarcón, Valera, Pardo Bazán, Clarin, and Blasco Ibañez. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Offered every third year; next offered 1986-87.)

**360F The Generations of 1898 and 1927.** Study of the Generation of 1898 and the poets of the Generation of 1927, including Jiménez, Antonio Machado, Baroja, Unamuno, Azorín, Benavente, Salinas, Guillén, García Lorca, and Alberti. Ideas, trends, and new concepts of Spanish literature in the twentieth century. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. Tejerina-Canal.

**370S Special Topics in Spanish Literature.** Study of selected areas of Peninsular or Latin American literature. Topic for 1984-85: Post Civil War literature of Spain. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. Tejerina-Canal.

**380S Cervantes' *Don Quijote*.** Careful analysis of the style, characterization, theme, and structure of Spain's greatest literary masterpiece, and the study of the work's relationship with the major social and intellectual currents of the seventeenth century. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years.) Medina.

**500S Honors Project.** Independent study program consisting of the preparation and oral defense of a paper, for students who qualify as candidates for departmental honors. Only students having an average of at least 88 in courses counting toward the concentration at the end of the first semester of the senior year may qualify. In order to earn honors, other requirements must be fulfilled as outlined above. The Department.

## Russian

See Germanic and Slavic Languages and Literature.

# Sociology

**Faculty**

David J. Gray, *Chair*
Daniel Chambliss (FWS)
Dennis Gilbert
Matthew Schneirov
Kenneth S. Wagner

*Special Appointment*
Jaak Rakfeldt

A concentration in Sociology consists of 101, 301, 302, and five additional courses, including 500 or an approved upper-level course. History 101 is required prior to the junior year. Statistics is recommended for students considering graduate study. An oral examination based on a distinguished senior project is required of candidates for honors. A minor in Sociology consists of 101, 301 or 302, and three additional courses.

**101F,S Introductory Sociology.** Sociological perspective on human behavior. Classic and contemporary sociological concepts which further an understanding of the structure, process, stability, and change of social life. The Department.

**[202W] Narcissism in Contemporary Culture.** Analysis of recent sociological and psychoanalytic research concerning a "new narcissism" in modern America. Examination of the relationship between contemporary American culture and personality. Prerequisite, 101. (Next offered 1985-86.) Maximum enrollment, 25.

**204S Social Stratification.** Origins and consequences of inequalities in the distribution of wealth, income, power, and prestige. Power structures, class conflict, social mobility, and class differences in social values and lifestyle. Theories of stratification, including those of Marx, Weber, and the functional school. Gilbert.

**210F Capitalism and the Work Process.** An examination of work in American society focusing on the industrial and post-industrial periods. Special attention given to the following: mass production and mass culture, the labor movement, automation, class structure and the world economy, public policy and economic democracy. Prerequisite, 101. Wagner.

**216W Individualism.** Consideration of individualism in modern America. Readings include the analytical writings of Freud, Cooley, Fromm, and Bettelheim, and novels such as *What Makes Sammy Run?* and *Lord of the Flies.* (Offered in alternate years.) Maximum enrollment, 20. Gray.

**225F Politics and Society in Latin America.** Mexican, Cuban, and Central American revolutions examined in the context of long-term processes of social and economic change. Topics include development strategies, the relationship between economic growth and distribution, class conflict in urban and rural settings, population growth and the influence of foreign investors and their governments. (Same as Government 225.) Gilbert.

**[240S] Self in Society.** An intermediate level course in phenomenological social psychology. Emphasis on the nature of the self; the life world as experienced; the taken-for-granted nature of social life; roles and bad faith; and the routinization of everyday life. Personal applications possible in journal and papers. (Offered in alternate years; next offered 1985-86.)

**[250W] Federalism and Social-Economic Policy.** A legal and socio-economic consideration of the relationship and tensions between federal and state power. Implications for social policy on specific issues such as education, abortion, and welfare will be examined. (Next offered 1985-86.) Maximum enrollment, 20.

**251F Survey of Social Psychology.** A review of the classic work in social psychology, from the sociological perspective. Moves from basic work on consensus and social facilitation, through dissonance and attribution theories, to current studies in exchange and ethnomethodology. Prerequisite, one course in Sociology or Psychology. Schneirov.

**272F Sociology of Poverty.** Distribution and character of poverty in the United States. Ethnographic descriptions of impoverished populations, including urban ghetto dwellers, migrant farm workers, and the aging. Malnutrition, health care, unemployment, and other special problems of the poor. Competing explanations of persistent poverty in an affluent society. The welfare system and other relevant policy topics. (Offered in alternate years.) Gilbert.

**291S Deviance.** A comprehensive examination of the social processes associated with the transformation of conforming persons and groups into deviants. Structural, behavioristic, interactionist, and existential phenomenological formulations of deviance emphasized. Prerequisite, 101. (Offered in alternate years) Schneirov.

**301F Sociological Theory.** Examination of classic and contemporary sociological concepts and perspectives. Historical origins and development of the sociological discipline emphasized. Prerequisite, 101 or consent of instructor. Gray.

**302S Research Methods.** Study of the theoretical role of empirical research in sociological analysis. Issues of philosophy of social science examined. Qualitative methods emphasized. Prerequisite, concentration in a social science discipline. Wagner.

**305S Marxist Sociology.** Critical examination of the sociological thought of Karl Marx and recent Marxist writers. Topics considered include alienation, ideology, imperialism, social classes and the state, and recent changes in the class structure of industrial societies. Prerequisite, one course in social science. (Offered in alternate years.) Gilbert.

**306F Sociology of the Family.** An examination of family life in intercultural perspective. Special attention given to the following: industrialization and the cult of domesticity, feminism and changing gender roles, parenting and child development, working couples, sexuality, divorce, domestic violence, state and family policy. Prerequisite, 101. Wagner.

**[307F] Sociology of Formal Organizations.** Analysis of large-scale organizations. Specific topics include bureaucratic structure, power, technology, change, anarchy, and interaction between organizations and their environments. Prerequisite, 101 or consent of instructor. (Offered in alternate years; next offered 1985-86.)

**308F Sociology of Education.** The nature of schooling in industrialized and advanced industrialized societies. Central concerns include the origins of public education in America, the relationship between education and inequality, the expansion of higher education and current proposals for educational reform. Prerequisite, 101 or consent of instructor. Schneirov.

**309W Workplace Democracy in Sweden.** Study-trip to Stockholm, Sweden. Examination of democratic workplace organization. Special focus on: the welfare state, post-industrial development, the Swedish labor movement, state capitalism, and democratic socialism. Prerequisite, 210 or consent of instructor. (Offered in alternate years.) Maximum enrollment, 16. Wagner.

**[310S] Seminar on Social Science and Human Values.** Relationship of objective knowledge and human values examined. Pertinent sources from Plato and Aristotle to modern social science considered. Prerequisite, one course in a social science or Philosophy. (Offered in alternate years; next offered 1985-86.) Maximum enrollment, 15.

**[316F] American Social Thought.** Examination of American thought from colonial to modern times. The relationship of individual freedom and social order particularly examined. Prerequisite, 101 or consent of instructor. (Offered in alternate years; next offered 1985-86.)

**330S Utopia and the Individual.** Examination of Utopian literature. Readings include Plato's *The Republic,* More's *Utopia,* Bellamy's *Looking Backward,* Skinner's *Walden II,* Orwell's *1984,* Huxley's *Brave New World,* and contemporary comments on the nature of the good society. Prerequisite, one course in Sociology or Philosophy. Open to juniors. (Offered in alternate years.) Maximum enrollment, 40. Gray.

**331S Urban Social Analysis.** A study of the demographic, ecological, and social structure of metropolitan communities. Historical, cross-cultural, and geographical perspectives on urban community life presented; contemporary urban policy issues considered. Prerequisite, 101 or consent of instructor. (Offered in alternate years.)

**500 Senior Project.** The Department.

## Spanish

See Romance Languages and Literature.

# Speech

**Faculty**
Richard F. Somer, *Chair*
Warren E. Wright

No concentration is available in Speech. The program is designed to foster accurate, clear, and appropriate oral communication. To that end, every opportunity will be utilized in all courses, whether in theory or performance, to develop the student as a responsible speaker and a responsive listener. Thus, each student is required to present the products of study and research not only in written form, but in formal oral presentation before the class. Course descriptions including the qualification "or consent of the Department" indicate that students having departmental consent for advanced work in Speech without a 100-level course are also eligible. Descriptions including the qualification "consent of instructor" indicate that consent of the instructor in the course is necessary in addition to having met the prerequisite in one of the above ways.

**110F,S Public Speaking.** Study of the nature, purposes, and means of public speaking. Practice in formal spoken communication. Training in research, organization, and delivery. Oral and written criticism, private conferences, videotaping. Maximum enrollment in each section, 18. The Department.

**120F Public Reading.** Systematic study of theory and practice in the management of the elements of speech for effective communication of meaning of written materials. Readings, critical analysis, criticism of performance, private conferences, recordings, videotaping. Maximum enrollment in each section, 18. Somer.

**210F Argumentation and Decision Making.** Study of the principles of effective participation in decision making. Emphasis on careful research, analysis of issues, the uses of evidence, and the development of arguments for oral presentation. Opportunity to practice in specialized fields of argumentation: law, scholarship, politics, religion, and business. Prerequisite, 110 or consent of the Department. Maximum enrollment in each section, 18. Somer.

**220S Persuasive Communication.** Study and practice in the ways people try to influence each other through oral communication. Theoretical principles applied to various subjects, audiences, and situations ranging from public communication to interpersonal bargaining and negotiation. Topics studied include attitudes and beliefs,

identification and congruity, response prediction, source credibility, strategic choices, and ethics. Somer.

**[230W] Parliamentary Law and Procedure.** Study of the principles, rules, and customs that govern meetings and assemblies, with emphasis on delineation and proper exercise of individual, minority, and majority rights. Experience in the conduct of meetings and in group deliberation; oral and written criticism. Prerequisite, a 100-level course or consent of the Department. (Offered in alternate years; next offered 1985-86.)

**[290S] Advocacy.** Readings in forensic rhetorical theory and selected examples of forensic pleading. Performance resulting from hypothetical cases and actual preparation of briefs and arguments. Presentation of cases in "court." Prerequisite, 210 or consent of the Department. (Offered in alternate years; next offered 1985-86.) Maximum enrollment in each section, 20.

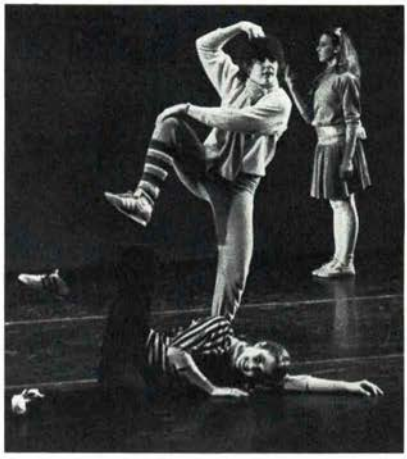
**[310F] Readings in Public Address.** Readings in outstanding speeches selected from Western history. Study of argument, language, and delivery. Written and oral criticisms. Students will finally specialize in the study of one speaker, each student not only presenting a complete rhetorical analysis of one speech, but, based on that analysis, presenting an oral reading of the speech as well. Open to sophomores. Prerequisite, 110. (Offered in alternate years; next offered 1985-86.)

**320S Understanding Mass Media.** Survey and analysis of American mass communication from the audience's perspective. Emphasis on the electronic media. Application of communication theory so as to develop a critical awareness of the persuasive, informative, and artistic capabilities and limitations of various media. Topics include history and development, communication environment, responsibilities, controls, functions, effects, and trends. Open to sophomores. Somer.

**[360F] Theory and Practice of Rhetoric.** Readings in selected rhetorical theories from classical times to the present. Analysis of various applications of rhetoric to politics, law, religion, commerce, and other subjects of public deliberation. Open to sophomores. (Offered in alternate years; next offered 1985-86.)

**450F Seminar: Special Topics in Rhetoric.** Study of selected subjects of special or timely interest. Topic for Fall 1984: Rhetorical practice and strategies in the current Presidential campaign. Prerequisite, consent of instructor. Open to juniors. (Offered in alternate years.) Wright.

**460S Criticism of Rhetoric.** Advanced study of values in rhetorical practice. Readings in the history and theory of rhetoric, analysis of early rhetorical criticism. Development of a system of individual rhetorical values and criticism for use in the analysis of contemporary rhetorical practice. Prerequisite, a 100-level course and 310, 360, or 450. Open to juniors. (Offered in alternate years.) Wright.



# Theatre and Dance

Edwin Barrett, *Chair*

## Theatre

### Faculty

Edwin Barrett
Carol Bellini-Sharp (S)
Fritz Brun
Joseph Rusnock

A concentration in Theatre for actors and directors consists of 101-102, 105, 201-202, 207-208, and 210. A concentration for students of theatrical design and production consists of 101, 105, 207-208, 212, 213, 214, and 305. A concentration for students in dramatic history and criticism consists of 101-102, 105, 207-208, 209, and two courses approved by the Department and chosen from this and other departments according to special needs and interests. All students are encouraged to elect additional courses in dramatic literature. Departmental honors may be earned through outstanding achievement in course work, a history of distinguished contribution to the Theatre/Dance Program, and a major piece of work in performance, composition, or production in the senior year, judged by the Department. A minor in Theatre consists of five courses in the Department: in acting, 101-102, 201-202, and one elective; and in technical theatre, 105, 212, 213, 214, and one elective.

**101F,S Introductory Acting.** Basic elements of the actor's craft: movement, voice, senses, imagination, and characterization. Focus on sensitivity, improvisation, and stage action. Two and one-half hours of class and two and one-half hours of studio. Open to freshmen and sophomores. Maximum enrollment, 16 each section. Brun.

**102S Introductory Acting Workshop.** Scenes, situations, circumstances, and stage actions. Two and one-half hours of class and two and one-half hours of studio. Prerequisite, 101. Maximum enrollment, 16. Brun.

**105S Stagecraft.** A lecture/laboratory course covering the fundamentals of scenery construction, rigging, scene painting, stage lighting, costume construction, properties, and sound for the theatre. Three hours of class and three hours of laboratory. Maximum enrollment, 20. Rusnock.

**110W The London Theatre.** Study of the current theatrical scene in London through attendance at a broad selection of performances and through discussion, lectures, and critical writing which is periodically evaluated. Prerequisite, consent of instructor and payment of fees and charges by October 1. Extra cost. Maximum enrollment, 30. Barrett.

**111W The Winter Production.** A production to be created entirely during the winter term. Auditions and casting solely from within the class. (Offered in alternate years.) Maximum enrollment, 50. The Department.

**[113F] Make-up.** Laboratory course in the conceiving, planning, and execution of make-up for the theatre artist. (Offered in alternate years; next offered 1985-86.) Maximum enrollment, 12.

**[115W] The Winter Project.** A workshop course in theatrical subjects of special interest, such as puppets and marionettes, mime, or masks, not necessarily leading to production. Alternates with 111W. (Next offered 1985-86.) Maximum enrollment, 50.

**201F Intermediate Acting.** Developing an individual working method. Exploration of physical, vocal, emotional, and creative resources. Two hours of class and two hours of studio. Prerequisite, 101 or consent of instructor. Maximum enrollment, 24. Bellini-Sharp.

**202S Intermediate Acting Workshop.** Scene and monologue work, textual analysis, and characterization. Focus on Shakespearean and modern texts. Two hours of class and two hours of studio. Prerequisite, 201. Maximum enrollment, 20.

**207F-208S History of the Theatre.** Against a background of social and intellectual movements, a study of the styles in the arts of design, architecture, costume, acting, and dramatic literature which distinguish periods in the history of the theatre that have exerted most influence on the theatre of the twentieth century. First semester, the theatres of Classical Antiquity, the Middle Ages, and the Renaissance; second semester, the theatres of the Baroque and Rococco periods and of the nineteenth and twentieth centuries. (Offered in alternate years.) Barrett.

**209F Script Analysis.** Application of analytical techniques to theatrical interpretation of scripts. Practical approach to script analysis applicable to any play script from any period. Scripts to be analyzed include plays by Euripides, Jonson, Chekhov, Albee, and Pinter. (Offered in alternate years.) Barrett.

**210F The Expressive Voice.** Techniques for increased awareness of and skill with voice and speech production. Application for conversation, public speaking, singing, and acting. Course objectives: realization of natural vocal potential and communication. Maximum enrollment, 16. Bellini-Sharp.

**212F Scene Design.** A lecture/laboratory course in the design of scenery for the stage. Study of principles of composition, materials, and fundamentals of drafting and rendering, eventuating in practical scenic designs with floor plans, elevations, sections, and models. Prerequisite, 105. (Offered in alternate years.) Rusnock.

**213S Lighting Design.** A lecture/laboratory course in lighting for the stage. Study of principles of composition, graphic notation, electrical practice and its control, eventuating in practical lighting designs with plots, sections, and control charts. Prerequisite, 105. (Offered in alternate years.) Maximum enrollment, 10. Rusnock.

**[214S] Costume Design.** A lecture/laboratory course in theatrical costume. Study of principles of composition, materials, fashion history, and fundamentals of figure drawing and rendering, eventuating in practical costume designs with sketches, renderings, charts, and patterns. Prerequisite, 105. (Offered in alternate years; next offered 1985-86.) Maximum enrollment, 10.

**[215F] Scene Painting.** Study of the art and craft of painting for the theatre. Research into period designs and execution of examples of a variety of styles. (Next offered 1985-86.) Maximum enrollment, 10.

**[216S] Contemporary Theatre, 1965-Present.** An examination of people, plays, and events shaping today's theatre. Selected critical readings. Representative plays by such authors as Handke, Shepard, Gatti, Bond, Fornes, and Milner. (Offered in alternate years; next offered 1985-86.)

**245F Modern Drama and Theatre.** Exploration of the literary and theatrical dimensions of plays by major nineteenth and twentieth century dramatists. Emphasis on the ways in which issues of gender shape the work of art. Readings to include works by Buechner, Ibsen, Strindberg, Chekhov, Brecht, Stein, Hellman, Beckett, and others. Prerequisite, one course in literature or in theatre, or consent of the instructors. (Same as Comparative Literature 245.) Bellini-Sharp and N. Rabinowitz.

**300F,S The Study of the Theatre through Production and Performance.** A major role; stage management; design of scenery, lighting, or costumes for a faculty-directed production. Prerequisite, consent of the Department.

**301F-302S Advanced Acting.** Problems in scene study, characterization, and styles. Emphasis on individual acting problems. Three hours of class and three hours of studio. Prerequisite for 301: 202 or consent of instructor. (Offered in alternate years.) Maximum enrollment, 20.

**[303F-304S] Directing.** First semester: fundamentals of play direction, readings in directorial practice, and scene direction. Second semester: study of selected directors and directorial problems; the direction of a one-act play. Three hours of class and three hours of studio. Prerequisite, two semesters of acting and two other courses in Theatre. Theatre 304 may not be taken as a separate course. (Offered in alternate years; next offered 1985-86.)

**305F Advanced Design.** A laboratory course in advanced techniques of scenery, lighting, and costume design. Prerequisite, 212, 213, and 214. (Offered in alternate years.) Rusnock.

## Dance

**Faculty**
Mary Paula Hunter
Leslie Norton

*Special Appointments*
April Kuhr
Delia Molesky

A concentration in Dance consists of 311-312 and 101, 203, 302, 304, 305, and 307. A student entering the program is required to register for 101, Introduction to Dance, but will be placed in technique classes appropriate to present level of accomplishment. 211-212 and 311-312 may be elected repeatedly according to the student's mastery of dance technique. Departmental honors may be earned through outstanding achievement in course work, a history of distinguished contribution to the Dance Program, and a major piece of work in performance, composition, or production in the senior year as judged by the Department. A minor in Dance consists of five courses, including 101 and four courses selected from those in Movement Analysis (203), in History of Dance (302 and 304), in Composition (305 and 307), and in Advanced Dance (311 and 312).

**101F Introduction to Dance.** An overview of dance as a performing art and as an academic pursuit. Classes in technique, lectures, and discussions on dance, field trips, and special events. Placement in dance technique classes according to present level of accomplishment. Maximum enrollment, 80. Hunter.

**112S Elementary Dance.** Fundamentals of ballet and modern dance, incorporating technique, theory, and criticism. Prerequisite, 101 or consent of the Department. Maximum enrollment, 40. The Department.

**203S Movement Analysis.** Observing, analyzing, recording movement, and reconstructing from notation, using Laban's principles. Emphasis on cultural and aesthetic concepts of movement as a system of communication, a language. No previous dance training required. Lectures and discussions. Maximum enrollment, 20. Hunter.

**211F-212S Intermediate Dance.** Continuation of study of ballet and modern dance, incorporating technique, theory, and criticism. May be repeated for credit at increasingly advanced levels. Prerequisite, 112 or consent of the Department. Maximum enrollment, 20. Hunter and Norton.

**215W Dance Workshop.** A workshop course, divided into sections for beginning and more advanced students and conducted by a visiting choreographer. Daily dance technique classes and rehearsals of a new work, which may be performed at the spring Dance Concert. Prerequisite, consent of the Department. Minimum enrollment, 5; maximum, 20 each section.

**[302S] History of Dance.** The development of dance as an art form from Greek times through the nineteenth century. Lectures, discussions, and practical sessions in period dance. No previous dance training required. (Offered in alternate years; next offered 1985-86.)

**304S Twentieth Century Dance and Criticism.** Current trends in ballet and modern dance. Study of major dance critics and practical experience in writing dance criticism. Lectures and discussions. No previous dance training required. (Offered in alternate years.) Norton.

**305F Composition I.** A study of the elements of choreography, emphasizing rhythmic structure, dynamics, and design. Prerequisite, intermediate level in technique or consent of instructor. (Offered in alternate years.) Hunter.

**[307F] Composition II.** The application of fundamentals from 305 to more complex choreographic work. Prerequisite, 305 or consent of instructor. (Offered in alternate years; next offered 1985-86.)

**311F-312S Advanced Dance.** The study of ballet and modern dance, emphasizing style and performance techniques and incorporating theory and criticism. Participation in workshops and concerts required. May be repeated for credit at increasingly advanced levels. Prerequisite, consent of the Department. Maximum enrollment, 20. Hunter and Norton.

# Women's Studies

The concentration in Women's Studies requires ten courses, including: 101, an introduction to interdisciplinary work; 401, a seminar in feminist theory; and 550, senior project. Additional courses chosen from the approved list should include at least two in the social sciences (marked #) and the humanities (marked *), and at least two at or above the 300-level. Through independent work, students may also elect science as one of the required areas of study. Early in the concentration, students should meet with their advisors to design a program of study, planning in advance so that they will be able to complete departmental prerequisites for courses counting toward the concentration. Students must submit a concentration proposal to the committee, explaining the relations between the areas to be studied. In drawing up their plan of study, students should take into account issues of class, race, ethnicity, and sexual identity. Students concentrating in Women's Studies are strongly advised to select a minor in a discipline. Students who have an 88 average in the concentration may receive honors in Women's Studies through distinguished work in a senior project (Women's Studies 550).

Programs submitted for a minor in Women's Studies must include Women's Studies 101 and four courses displaying a balance of fields from the list below.

Students interested in the program should consult with the Chair, Esther Kanipe, or with one of the other members of the Committee, Jeffrey Eaton (Religion), Margaret Gentry (Psychology), Debbie Gerner (Government), Janet Halley (English), Elizabeth Potter (Philosophy), Nancy Sorkin Rabinowitz (Comparative Literature), Douglas Raybeck (Anthropology), Kenneth Wagner (Sociology).

The following current courses carry credit for the fulfillment of the concentration; please consult the Committee for a complete list including past courses.

**101S Introduction to Women's Studies.** An interdisciplinary investigation of past and present attitudes toward women and of their roles and relationships in institutions and areas such as the family, voluntary associations, and work force participation. Factors of class, ethnicity and nationality will be introduced, and theories of feminism and of women's studies will be discussed. The Committee.

**245S Women in the Middle East.** An introduction to historical and contemporary analyses of the status of women in the Middle East, with an emphasis upon comparative cultural studies. Open to sophomores. Badran.

**401S Feminist Theory.** Examination of theories of women's oppression including those of Mill, Engels, Freud, de Beauvoir, Rich, MacKinnon, and others. Prerequisites, Women's Studies 101 and one other course in Women's Studies, or Philosophy 209, or consent of instructor. (Same as Philosophy 401.) Potter.

**550F,S Senior Project.** An interdisciplinary project, to be approved by the Committee. Limited to senior concentrators in Women's Studies. The Committee.

**Anthropology**

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| *** 254F** | **Sex Roles in Comparative Perspective** |

**Biology**

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| **134W** | **Biology of Reproduction** |

**Comparative Literature**

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| *** [122]** | **The Myth of Electra** |
| *** [123]** | **Women in Medieval and Renaissance Literature** |
| *** 224F** | **Modern Japanese and Chinese Women Writers** |
| *** [390]** | **Topics in Feminist Criticism: Major Women Authors** |

**English**

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| *** 225W** | **Modern and Contemporary Women Poets** |
| *** [321]** | **The Tortured Sensibility** |
| *** 416S** | **Seminar: Virginia Woolf** |

**French**

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| *** 370S** | **Images of Women in French Literature** |

**Government**

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| **# [315]** | **Women in the Non-Western World** |

**History**

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| **# 145W** | **Gender, Culture, and Society** |
| **# 228S** | **The Family in Modern History** |
| **# [229]** | **Women in Modern Europe** |
| **# [358]** | **American Social History** |

**Philosophy**

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| *** 209F** | **Philosophy and Feminism** |
| *** 401S** | **Feminist Theory** |

**Psychology**

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| **# 221W** | **Psychology of Women** |

**Religion**

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| *** 275F** | **Women and Theology** |

**Sociology**

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| **# 306F** | **Sociology of the Family** |

# Interdisciplinary Minor

## Latin American Studies

The interdisciplinary minor in Latin American Studies is administered by a Faculty Committee consisting of Professors Rouben Cholakian (Romance Languages and Literature), Dennis Gilbert (Sociology), Grant Jones (Anthropology), Edgar Paiewonsky-Conde (Program Director) (Spanish), and Robert Paquette (History). The minor consists of five courses. Qualifying for entry into Spanish 140 is required; History 261 and 262 are required. The student must select the remaining courses from the list below. One course must be in Spanish and one must be in either Anthropology or Sociology. Students considering study abroad in Latin America and a self-designed concentration in Latin American Studies should consult as early as possible with Professor Paiewonsky-Conde.

**Anthropology**

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| **[220F]** | **Prehispanic Civilizations of Mesoamerica** |
| **[222S]** | **Heritage of Conquest in Mesoamerica** |

**Government**

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| **225F** | **Politics and Society in Latin America** (Same as Sociology 225F.) |

**History**

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| **354S** | **Slavery in the Making of the Modern World** |

**Sociology**

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| **225F** | **Politics and Society in Latin America** (Same as Government 225F.) |

**Spanish**

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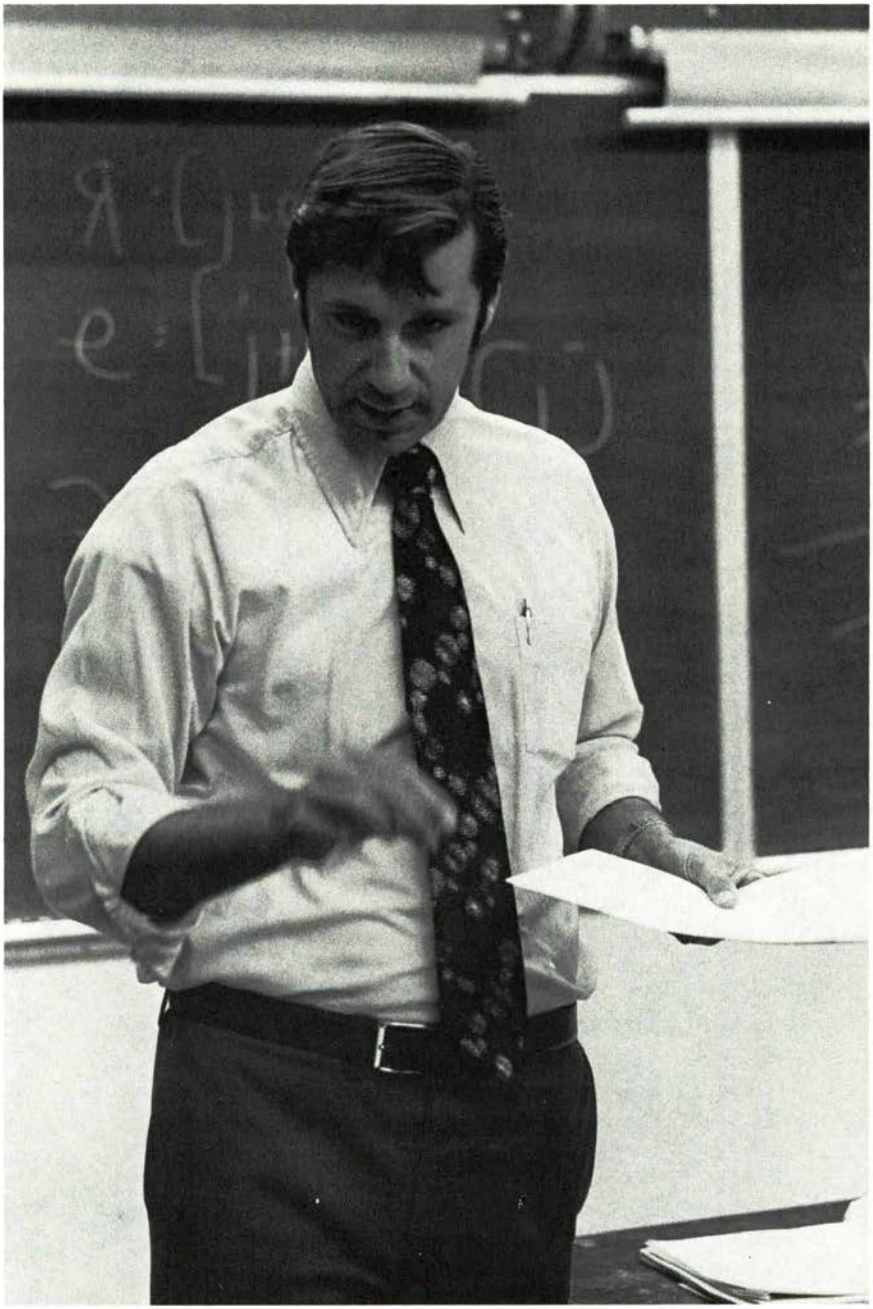
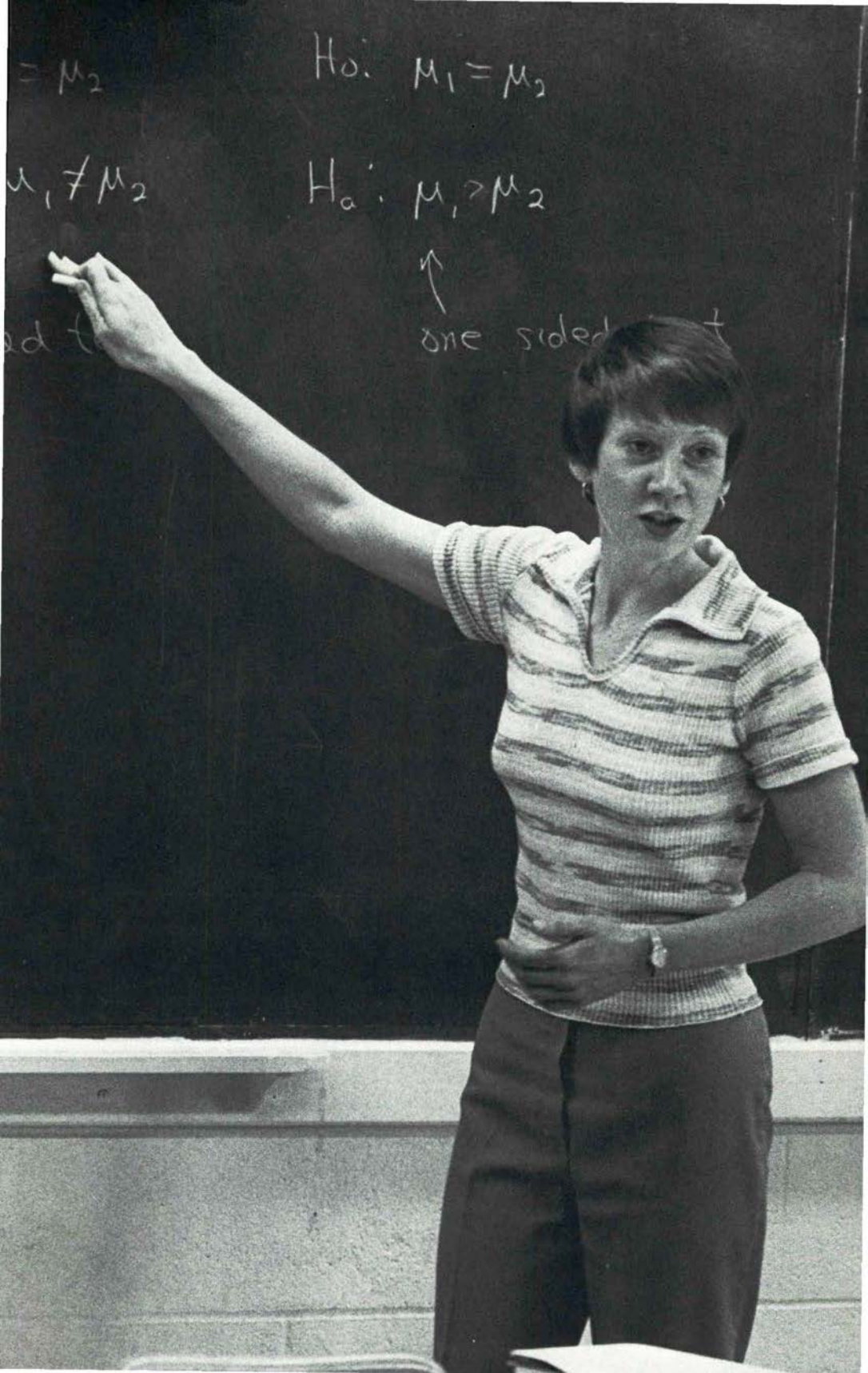
| **140F,S** | **Fourth Term Spanish** |
| **150S** | **Spanish for Native Speakers** |
| **200F,S** | **Advanced Spanish** |
| **[240F]** | **Spanish American Civilization** |
| **260F** | **Introduction to Spanish American Literature** |
| **[320F]** | **Contemporary Latin American Novel** |
| **340F** | **Latin American Thought from Marti to Guevara** |

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# Scholarships, Fellowships, and Prizes

## General Scholarships

General scholarships are awarded on the basis of financial need. Listed below are some of the general scholarships supported by income from endowed funds.

*The Franklin M. Baldwin Scholarship* was established by relatives and friends in memory of Franklin M. Baldwin, Class of 1916.

*The Harry and Emma Baldwin Scholarship* was established by Donald Baldwin, Class of 1956, in honor of his parents.

*The Gordon J. Barnett Memorial Scholarship* was established in memory of Gordon J. Barnett, Class of 1920.

*The Harry Edwin Battin, Jr. Scholarship* was established by Mrs. Phyllis B. Battin in memory of her husband.

*The Clinton C. Bennett Memorial Scholarship* was established by Clinton C. Bennett, Jr. and Geoffrey C. Bennett, Class of 1953, in memory of their father, Clinton C. Bennett, Class of 1922.

*The Harold C. Bohn Scholarship* was established by Harold C. Bohn, Class of 1926.

*The William J. Bowe Scholarship* was established in honor of Dr. William J. Bowe, Class of 1937.

*The Wilmer E. and Esther Bresee Scholarship* was established by Wilmer E. Bresee, Class of 1931, and his wife.

*The Louis N. Brockway Memorial Scholarship* was established in memory of Louis N. Brockway, Class of 1917, a distinguished business executive who served on the Board of Trustees from 1951 until his death in 1979.

*The Harlow Bundy Scholarship* was established by Margaret Bundy Scott and John McC. Scott in memory of Mrs. Scott's father, Harlow Bundy, Class of 1877.

*The John C. and Richard J. Butler Scholarship* was established by Viola M. Butler in memory of her sons.

*The William Philo Clark Scholarship* was established in memory of William Philo Clark, Class of 1937.

*The John L. Coe Scholarship* was established by John L. Coe, Class of 1923.

*The Dr. Walter F. Cronin Scholarship* was established by Mrs. Cronin in memory of her husband, Walter F. Cronin, Class of 1938, Ph.D.

*The Harry Dent Scholarship* was established by the Harry Dent Family Foundation.

*The Leonard C. Ferguson Memorial Scholarship* was established by Mrs. Leonard Ferguson in memory of her husband, Class of 1919.

*The George M. Frees Scholarship* was established by George M. Frees, Class of 1941.

*The Fay and Chester Hamilton Scholarship* was established by Chester Hamilton, Class of 1944 and former Trustee of the College.

*The David Douglas Hays Memorial Scholarship* was established in memory of D. Douglas Hays, Class of 1925, by his wife, Helen I. Hays, their children, and friends.

*The C.F. Hemenway and Frank Barbour Memorial Scholarship* was established by Mrs. Leah Barbour in memory of her husband, Frank Barbour, and of Charles F. Hemenway, Class of 1910.

*The Robert G. Howard Scholarship* was established by Robert G. Howard, Class of 1946 and Trustee of the College.

*The David Clyde Jones Scholarship* was established by Mrs. Hazel J. Deer in memory of her first husband, a member of the Class of 1910.

*The Mary and William Klingensmith Scholarship* was established by Dr. and Mrs. William Klingensmith, friends of the College.

*The Herschel P. and Florence M. Lewis Scholarship* was established in their memory by Dr. H. Paul Lewis, Class of 1946.

*The George Link, Jr. Scholarship* was established in his memory by the George Link, Jr. Foundation.

*The James Monroe Lown Scholarship* was established by Grace Merrill Magee in memory of her first husband, James M. Lown, Class of 1904.

*The Christopher Miner Scholarship* was established by the Honorable Robert D. Miner, Class of 1934, in memory of his son, Christopher, Class of 1964.

*The Harmon L. Morton Scholarship* was established by Priscilla E. Morton in memory of her husband.

*The Jessie Smith Noyes Foundation Scholarship* was established by the Jessie Smith Noyes Foundation in memory of Alfred H. Smith, Class of 1932.

*The James Oneil Scholarship* was established by James Oneil, a friend of the College.

*The Parsons Brothers Scholarship* was established by Miss Katherine Parsons, Mrs. Charles Burlingame, and Mrs. James Cowie in memory of their father, William Lorenzo Parsons, Class of 1878, and his three brothers.

*The Pigott Family Scholarship* was established by Mr. and Mrs. James C. Pigott and their son, Paul Pigott, Class of 1983.

*The Robert Scott Ramsay, Jr. and Roderick McKay Scholarship Fund* was established by Mr. & Mrs. Robert S. Ramsay in honor of their sons, Robert, Class of 1959, and Roderick, Class of 1961.

*The Oren Root Scholarship* was established by Oren Root, Jr., Class of 1894, in memory of his father, Oren Root, Class of 1856.

*The Alan P. Savory Memorial Scholarship* was established by Mr. and Mrs. George L. Savory in memory of their son, Alan Savory, Class of 1955.

*The Howard Joel Schneider Scholarship* was established by Dr. Howard J. Schneider, M.D., Class of 1960.

*The James P. Soper Scholarship* was established by James P. Soper, father of James P. Soper, Jr., Class of 1911.

*The Wilbur S. and Claire A. Tarbell Scholarship* was established by Claire A. Tarbell in memory of her husband.

*The Alexander Thompson Scholarship* was established by Luranah Thompson in memory of her husband, the Reverend A. Thompson, Class of 1906.

*The Elbert J. Townsend Memorial Scholarship* was established in memory of Elbert J. Townsend, Class of 1913.

*The Marian Phelps Tyler Scholarship* was established by Mrs. Tyler, mother of K. Scott Douglass, Class of 1974.

*The William and Irma Van Deventer Memorial Scholarship* was established by John F. Van Deventer, Class of 1932, in memory of his parents.

*The Milton J. Walters Scholarship* was established by Milton J. Walters, Class of 1964 and a Trustee of the College.

*The Knut O. Westlye Memorial Scholarship* was established by alumni and friends in memory of Knut O. Westlye, Class of 1946.

*The Willard Memorial Scholarship* was established by John K. Willard, Class of 1923, in memory of himself and his father, C. Fay Willard, Class of 1892.

*The Merritt N. Willson Memorial Scholarship* was established in his memory by his two daughters, Mrs. S. Mabel Willson and Mrs. George A. Small, and by his grandson, Robert N. Small, Class of 1943.

*The Linda Collens Wilson Scholarship* was established by Robert Letchworth Wilson, Class of 1931, in memory of his wife.

# Special Scholarships

Special scholarships are awarded on the basis of financial need. In addition, the recipients of special scholarships must be part of a particular group of persons, such as members of the junior class, descendants of an individual, or from a particular geographic area.

## Scholarships for Students from Specific Geographic Areas

### Arizona

*The Raymond R. Dise Scholarship,* established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls Central High School (New York) and Prescott High School (Arizona).

### California

*The Stephen W. Royce Scholarship* was established by the late Mr. Royce, Class of 1914 and former Trustee. Preference is given to students from Liberty, New York, and Pasadena, California.

### New Jersey

*The Gilbert Leslie Van Vleet Scholarship* was established by Gilbert Leslie Van Vleet, Class of 1926. Preference is given to students from New Jersey, then to students from North Carolina, California and Illinois.

### New York

*The Adirondack Area Scholarship,* with a value of up to $6,000 over a four-year period, is offered to students attending schools in Clinton, Essex, Franklin, Hamilton, Saratoga, Warren, and Washington Counties. Income from an endowment grant made to the College by Milton G. Tibbitts, Class of 1904, provides the funds for this scholarship.

*The Alumni Association of Metropolitan New York Scholarship* is offered to students who attend schools in the New York area. This scholarship will pay up to $8,000 over a four-year period; the exact amount will depend on the financial need of the recipient.

*The Arkell Hall Foundation Scholarship* was established by the Arkell Hall Foundation. Preference is given to students from Canajoharie and the surrounding area.

*The Charlotte Foster Babcock Memorial Scholarship* was established by Edward S. Babcock, Class of 1896, in memory of his mother. Preference is given first to relatives of the donor; second to graduates of the public high schools in Boonville, Camden, Utica, and West Winfield (New York); and finally, to members of the Emerson Literary Society who have financial need.

*The William E. and Beatrice V. Bruyn Scholarship* is awarded with preference given first to students from Ulster County and then to students from other areas in New York State.

*The Daniel Burke Scholarship* is awarded with preference given first to a student from the public high school in Oxford, New York, second, to a resident of Chenango County, and third, to a resident of New York State.

*The Earl M. Clark Scholarship,* established in memory of a member of the Class of 1907 and former Binghamton resident, is awarded to an outstanding student from New York State with an interest in public speaking, with preference given to a graduate of a public high school and a resident of Broome County. It is renewable each year provided need continues to be demonstrated.

*Community College Scholarships* are awarded to students transferring or graduating from the community colleges in New York State. Some of these grants, which cover a two-year period, may total as much as $8,000. Only one scholarship per community college will be awarded. Applicants compete on the basis of academic achievement, and the exact amount of each grant will be determined by financial need.

*The Raymond R. Dise Scholarship,* established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls Central High School (New York) and Prescott High School (Arizona).

*The George E. Dunham Scholarship,* established by George E. Dunham, is awarded to graduates of the Thomas R. Proctor High School, the John F. Kennedy High School, and Utica Free Academy (of Utica, New York).

*The Lieutenant Willard B. Eddy, Jr. Memorial Scholarship,* established by Mr. and Mrs. Willard B. Eddy of Rochester, New York, in memory of their son, is awarded in certain years on a competitive basis to entering students who attended secondary school in Livingston, Monroe,

Ontario, Orleans, Wayne, and Yates Counties (of New York State). The scholarship carries a value of up to $8,000 over a four-year period and is awarded on the basis of academic achievement and character.

*The Charles Melville Fay Scholarship,* established by Charles P. Wood in memory of his wife's father, a member of the Class of 1862, is awarded with preference given to students from Steuben County or from the western part of New York State.

*The Elizabeth R. Fitch Scholarship* is awarded with preference given to graduates of the Westmoreland High School, Westmoreland, New York.

*The Geneva Presbytery Scholarship* is awarded with preference given to a student designated by the Geneva (New York) Presbytery.

*The David Shove Hastings Scholarship,* established by Mr. and Mrs. J. Murray Hastings in memory of their son, a member of the Class of 1944, is awarded in certain years on a competitive basis to entering students who attended secondary school in Cayuga, Cortland, Oswego, and Seneca Counties (of New York State). The scholarship will pay up to $8,000 over a four-year period.

*The Charles Anthony Hawley Scholarship* was received under the will of Anna H. Story in memory of Mr. Hawley, Class of 1859 and former Trustee of the College. It gives preference to graduates of schools of Seneca Falls, New York.

*The Honorable Irving M. Ives Scholarship* was established by the Norwich Pharmacal Company in honor of Senator Ives, Class of 1920. The scholarship is awarded in certain years with preference given first to the son or daughter of an employee of the company and second to a resident of Chenango County.

*The Marcus Judson Scholarship* may be awarded to a student nominated by the First Presbyterian Church of Watertown, New York.

*The Augusta M. Loevenguth Memorial Scholarship* is awarded with preference given first to a relative of the family and second to a student from Camden in Oneida County (New York).

*The Stephen W. Royce Scholarship* was established by the late Mr. Royce, Class of 1914 and former Trustee of the College. Preference is given to students from Liberty, New York, and Pasadena, California.

*The Arthur W. Soper Scholarship,* established originally by A.C. Soper, Class of 1894, is awarded with preference given first to graduates of Rome Free Academy (Rome, New York); second to students from the City of Rome or Oneida County; and finally to students from central New York.

*The Grace Ione Spencer Memorial Scholarship,* established by friends of this long-time teacher of Latin at Utica Free Academy, is granted to an undergraduate from the Mohawk Valley area. Preference is given to a student who is concentrating in a discipline within the Humanities.

*The Wiley Fund of The Utica Foundation Scholarship,* funded by an annual grant from the Utica Foundation, is awarded to students from the Utica area.

*The Sylvester Willard Scholarship* is awarded to a student residing in Auburn, New York.

*The Women's Christian Association of Utica Scholarship,* funded by an annual grant from the Association, provides awards of $800 to each of three women students. Preference is given to residents of Oneida County.

### Ohio

*The Tunnicliffe Scholarships* are available, first, to students from northwestern Ohio and, second, to any student who qualifies for financial aid.

### Wisconsin

*The Robert B. Winkler Hamilton College Scholarship* was established by Robert B. Winkler, Class of 1938, and is awarded to students from the state of Wisconsin.

### Foreign

*Vivian B. Allen Foundation Scholarships,* established by the Vivian B. Allen Foundation, are reserved for students from foreign countries.

*The Bernard F. Combemale Scholarship* was established by Bernard F. Combemale, Class of 1951 and former Trustee of the College, and is awarded to foreign students enrolled at the College.

*The Arthur Hunter Scholarship* provides that preference be given to any matriculant from George Watson's College in Edinburgh, Scotland.

*The Charles Van Arsdale, Jr. Scholarship* was established in memory of Charles Van Arsdale, Jr., Class of 1972, by his family and friends. The scholarship is for students from countries other than the United States or Canada, but when there are no such eligible students, it may be used for students without reference to the country of their origin.

## Other Special Scholarships

*The Archibald G. Alexander Scholarship* was established in his memory by his wife, Margery, and his son, Douglas, Class of 1958, to aid students majoring in a foreign language.

*The B.T. Babbitt Scholarship,* established by the Lillia Babbitt Hyde Foundation in honor of Lillia Babbitt Hyde's father, is awarded to a student in the field of pre-medical education.

*The Edward S. Babcock Scholarship* is awarded with preference given to members of the Emerson Literary Society.

*The James L. Bennett Scholarship* is awarded to a sophomore who gives evidence of outstanding moral character.

*The Gertrude F. Bristol Scholarship* is awarded to a student who is not a resident of New York State and who is likely to make a substantial contribution to the College's extracurricular activities.

*The Byne Scholarship* was established by George A. Clark in memory of his sister, Harriet Emily Clark Byne. It is reserved for a candidate for the Presbyterian Ministry, to be designated by the pastor and the session of the First Presbyterian Church of Utica, New York, or by the College.

*The Harlan F. Calkins Scholarship* was established by the family and friends of the late Harlan F. Calkins, Class of 1929, and is awarded at the discretion of the Scholarship Committee to a student of outstanding character and leadership.

*The Ned Doyle Freshman Scholarship* was established by Ned Doyle, Class of 1924 and Emeritus Trustee of the College. This scholarship is awarded annually to an entering freshman, and, among those with need, preference is given to a candidate who will contribute significantly to the College's athletic program.

*The Charles H. Duell Scholarship* is awarded with preference given to a member of the freshman class.

*The Peter W. Dykema Music Scholarship* was established by Jack Dengler, Class of 1934, in memory of his wife's father, and is awarded to students who participate in the College's performing musical groups.

*The E. Root Fitch Scholarships* were established by E. Root Fitch, Class of 1886, and are awarded annually to members of the Hamilton chapter of Delta Upsilon on the basis of need, scholastic standing, character, and salutary influence on the life of the College.

*The Irene Heinz Given and John LaPorte Given Foundation Scholarships* are reserved for students who are preparing for admission to medical school.

*The Huguenot Society Scholarship,* with an annual value of $1,000, is available to a student whose ancestry meets the requirements of the Society and who satisfies the College's regular requirements for the receipt of financial aid.

*The Leavenworth Scholarship,* established by Elias W. Leavenworth, Class of 1872, may be awarded only to students with the surname of Leavenworth.

*The Helen B. Longshore Music Scholarship* is awarded to deserving undergraduates with talent who contribute to the musical life of the College.

*The Henry M. Love Scholarship,* established by William DeLoss Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is in the College, may be awarded to a senior in the Emerson Literary Society for graduate study leading to a career in law, medicine, journalism, teaching, or theology.

*The William DeLoss Love Scholarship* was established by William DeLoss Love, Class of 1909, Mrs. William D. Scranton, and others. In accordance with the wishes of the scholarship donors, preference is given to descendants of William DeLoss Love, Class of 1843.

*The Annie L. MacKinnon Scholarship* was established by Dr. Edward Fitch with the stipulation that preference be given to a student whose record shows ability and interest in mathematics.

*The John McNair Scholarship,* established by the will of Edna Thirkell Teetor in memory of her grandfather, Class of 1827, is reserved for students registered in the "3-2" engineering program.

*The David B. Parker Memorial Scholarship* was established in honor of David Bruce Parker, Class of 1975, and is awarded to a member of the junior class who has completed the first three years at Hamilton with distinction in the study of French and/or history. The scholarship recipient must, in the opinion of the faculty, have demonstrated promise for useful citizenship through his or her character, scholarly attitude, the respect accorded the individual by members of the faculty, standing among peers, and contribution to the extracurricular life of the College.

*The Jules L. Rubinson Memorial Scholarship,* established by Cecily G. and Richard M. Rubinson, Class of 1957, in memory of his father, is awarded to women and minority students who, at the end of their sophomore year, have been identified by the faculty as strong candidates for medical school and who are in need of scholarship assistance.

*The Charlotte Buttrick Sackett Scholarship,* established by Charles H. Duell, Class of 1871, is awarded to a member of the sophomore class.

*The Herbert and Nancy Salkin Scholarship* provides funds for a student interested in both studio art and laboratory science.

*The Hilde Surlemont Sanders Memorial Scholarship* was established by Paul F. Sanders, L.H.D. (Hon.), 1958, in memory of his wife. Preference is given to disadvantaged minority students.

*The Hans H. Schambach Scholarships,* established by Hans H. Schambach, Class of 1943 and Trustee of the College, are awarded to entering freshmen of outstanding personal and academic promise who are likely to make a significant contribution to the College and to benefit substantially from their undergraduate experience. A preference will be given to applicants from the Clinton, New York, area.

*The Seventy-Five Year Class Scholarship,* established by William DeLoss Love, Class of 1909, whose father was a member of the Class of 1876, is awarded first with preference given to any descendant of a member of the Hamilton Classes of 1874, '75, or '76; if to none of those, to a student from the West Coast; and if not awarded to a student meeting either of those stipulations, then at the discretion of the College.

*The Schuyler B. Steere Scholarship* was established for blood relations of the donor (S.B. Steere, Class of 1851). If none appears, preference is given to candidates for the ministry.

*The Watkins Scholarship* was established by the Watkins family, which includes Robert R. Watkins, Class of 1879, Henry B. Watkins, Class of 1912, and Henry B. Watkins III, Class of 1973. This scholarship is awarded to an entering student who has demonstrated outstanding academic achievement and athletic ability.

*The Leroy Williams Scholarship,* established by Leroy Williams, Class of 1889, is awarded with preference to students intending to enter the Presbyterian Ministry.

### The Kirkland Endowment

The following scholarships are for the support of women at Hamilton.

*The Edward Johnson Dietz Memorial Scholarship Fund* was established by family and friends of Julia Grant Dietz in memory of her son and provides scholarships with preference given to students from the Syracuse area.

*The Lillia Babbitt Hyde Scholarship Fund* provides scholarships with preference given to students from the New York City area.

*The Dorothy Scott Evans Memorial Scholarship,* established in her memory by her family and friends, is awarded to a woman matriculating under the Hamilton Horizons Program.

*The William and Mary Lee Herbster Scholarship Fund* was established by Mr. and Mrs. William G. Herbster to provide scholarships for women attending Hamilton. Mr. Herbster, Class of 1955, is a former member of both the Hamilton and Kirkland Boards of Trustees.

## Prize Scholarships

Prize scholarships are awarded to students who have completed at least one year at Hamilton and who have demonstrated some achievement while enrolled at the College. The achievement is most often high quality academic work, but it may also include enrollment in a particular field of study or demonstrated good character and campus citizenship.

Most prize scholarships require that the recipient demonstrate need and be eligible for financial aid. Most prize scholars will, therefore, already be recipients of unfunded grants from the College. The intent of the award of a prize scholarship is to honor the recipient by substituting a named or designated scholarship for an unfunded grant.

The recipients of prize scholarships are recognized either at the Fall Convocation or at the Class and Charter Day Convocation.

*The Benjamin Walworth Arnold Prize Scholarship,* established by Mrs. Benjamin Walworth Arnold in memory of her husband, provides four prize scholarships. One is awarded annually to the holder of a regular scholarship in each college class who, in the preceding year (or in the first semester of the freshman year), shall have made the best record in college course work.

*The Robert A. Bankert, Jr. Prize Scholarship* was established in memory of Robert A. Bankert, Jr., Class of 1970, by his family and friends. Preference in awarding this scholarship is given to a student who has participated in athletics and who, at the beginning of the junior year, has shown the greatest improvement in academic average.

*The Frank C. and Marion D. Colridge Prize Scholarship* was established by Frank C. Colridge, Class of 1918, and his wife, Marion, and provides a prize scholarship to a member of the junior class on the varsity track team, who, by a vote of teammates, is selected as the individual possessing outstanding qualities of leadership and character.

*The Curran Prize Scholarship*, established by relatives of Colonel Henry H. Curran, Class of 1862, provides a scholarship for a student who has need of financial aid, who has enrolled in the courses in the Department of Classical Languages, and who has achieved a distinguished record in those courses.

*The Captain Gerald Fitzgerald Dale Senior Scholarship* is awarded to a senior who has completed the junior year with distinction in literature, language, music, science, or social science; ranks in the top tenth of the class; and needs financial aid. In addition, the student must have

demonstrated promise for useful citizenship by character, standing among fellow students, and contribution to the extracurricular life of the College.

*The Charles A. Dana Prize Scholarships* are awarded to approximately ten students at the end of their freshman year in recognition of academic achievement, character, and leadership. The prize scholarships continue through the senior year, provided the recipients continue to fulfill the requirements. Depending upon need, each Dana Scholar will receive a grant ranging from $100 to full tuition.

*The Ned Doyle Prize Scholarships*, established by Ned Doyle, Class of 1924 and Emeritus Trustee of the College, are awarded to an upcoming sophomore, junior, and senior who have made significant contributions to the College's athletic program.

*The Duell German Prize Scholarship*, established by the Honorable Charles Holland Duell, LL.D., Class of 1871, is awarded to a senior who shall have excelled in the study of German and who shall elect an advanced course in that subject during the senior year.

*The Fayerweather Prize Scholarships* are awarded to the five sophomores who, at the end of the freshman year, have made the highest averages in their class.

*The Dr. Craig Alan Feder Prize Scholarship,* established by William and Adele Feder in honor of their son, Craig, Class of 1979, provides a prize scholarship for a pre-medical student who has completed the junior year, who has need of financial aid, and who shows the greatest promise.

*The Dr. Edward R. Fitch Prize Scholarships in Classical Languages*, founded by E. Root Fitch, Class of 1886, are awarded annually to students who are registered for courses in either Greek or Latin. The awards are made on the basis of need, scholarship standing, character, and salutary influence on the life of the College.

*The Randall J. Harris Prize Scholarship*, created in memory of Randall J. Harris, Class of 1974, by his family and friends, is awarded to a junior concentrating in philosophy who has demonstrated superior scholarship in that discipline. Preference shall be given to a student expressing a desire to undertake graduate study in philosophy.

*The L. David Hawley Prize Scholarship in Geology*, established by alumni in honor of Professor Emeritus Hawley, who taught Geology at

Hamilton for 25 years, is awarded to an outstanding junior who intends to go on to a career in geology. Consideration is also given to promise as a scientist, breadth of background in the sciences, general academic standing, and financial need.

*The Edward Huntington Memorial Mathematical Prize Scholarship*, established by Alexander C. Soper, LL.D., Class of 1867, is awarded to a senior who has excelled in mathematics and who elects a course in that discipline during the senior year.

*The Paul S. Langa Prize Scholarship*, established by Paul S. Langa, Class of 1948, provides a prize scholarship to that Hamilton student who is judged to be the outstanding woman athlete from any of the four classes.

*The Willard Bostwick Marsh Prize Scholarships* were established by Willard Bostwick Marsh, Class of 1912, in memory of former College president Melancthon Woolsey Stryker, Class of 1872. They are awarded to juniors and seniors with financial need who have maintained a scholastic average of at least B since entering the College.

*The Marcel Moraud Memorial Prize Scholarship*, established by family and friends in memory of Marcel Moraud, who taught French from 1951-1982, is awarded to the senior majoring in French and returning from the Junior Year in France Program who demonstrates academic excellence, strength of character, and a sense of humor.

*The Robert Leet Patterson Prize Scholarships in Philosophy*, established by Robert Leet Patterson, Class of 1917, are awarded to sophomores and juniors who have excelled in the study of philosophy.

*The Frank Humphrey Ristine Prize Scholarship* was established by former students and other friends in memory of Frank H. Ristine, professor of English literature from 1912 to 1952, and is awarded for excellence in English. Consideration is also given to general academic standing, need for financial aid, and campus citizenship.

*The Oren Root Prize Scholarships* are awarded to the two juniors who have the best records in mathematics during the freshman and sophomore years and who continue that subject through the junior year.

*The Arthur W. Soper Prize Scholarship in Latin*, established by Arthur W. Soper, M.A. (Hon.), 1893, is awarded to a senior who has excelled in Latin and who elects a course in the discipline during the senior year.

*The Chauncey S. Truax Prize Scholarship in Greek* is awarded to that senior who shall have stood highest in the study of Greek for the first three years with an average grade of no less than 85. Preference will be shown to candidates who entered Hamilton as freshmen with credit in Greek.

*The Vrooman Prize Scholarship*, established through the generosity of John W. Vrooman, is to be awarded to a freshman who shall have achieved academic excellence, shall have need for scholarship aid, and who shall have enrolled for at least one course in the Classics Department.

*The Sidney Wertimer, Jr. Prize Scholarships in Economics*, established by John Phillips, Jr., Class of 1969, and John Phillips, Sr., in honor of Sidney Wertimer, Jr., provide prize scholarships for two juniors who have excelled in the study of economics.

*The Lawrence K. Yourtee Prize Scholarship*, established by friends and former students in honor of Lawrence K. Yourtee, who taught chemistry from 1948 to 1982, is awarded to the student who has shown the greatest improvement in General Chemistry in the freshman year.

# Fellowships, Internships, and Prizes

## Fellowships

Fellowships are awarded to graduating seniors to assist them in furthering their education. Fellowships are normally awarded at Commencement.

*The Manley F. Allbright Fellowship*, established by Mrs. Manley F. Allbright in memory of her husband, a member of the Class of 1903, provides funds for the first year of graduate study in a Divinity School.

*The Samuel F. Babbitt Kirkland College Fellowship*, named in honor of the first and only President of Kirkland College, is to be awarded to the woman graduate who best exemplifies the spirit of individual learning that was associated with Kirkland College to assist her in meeting the expenses of pursuing an advanced degree.

*The James H. Glass Fellowship*, established by Dr. James H. Glass, M.A. (Hon.), 1912, is granted for two years of graduate study in biology to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in biology.

*The Franklin D. Locke Fellowship* has been established under a provision of the Chauncey S. Truax Prize and provides an award for graduate study in Greek.

*The Elihu Root Fellowships*, established in 1894 by the Honorable Elihu Root, Class of 1864, are granted to members of the senior class who have shown high achievement and special aptitude for research in one or more of the departments of science and who plan to pursue graduate study in science.

*The Judge John Wells Fellowship*, established under a provision of the Glass endowment, provides a stipend for graduate work in the general areas of government and political science to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in political science.

## Internships

Internships are awarded to graduating seniors to afford them an opportunity to work for a year in foreign schools.

*The Hamilton Fellow at George Watson's College*, Edinburgh, Scotland, serves an internship in teaching, extracurricular activities, and dormitory counseling.

*The St. George's Internship*, established in 1984, provides an internship at St. George's School for Girls, Edinburgh, Scotland, in teaching and assisting with athletic, musical, and theatrical activities.

## Prizes

Most prizes are given for academic achievement, either in general course work, in a particular discipline, or in an essay or other exercise. A few prizes recognize service to the college community or personal character. Prizes are awarded in the spring at the Class and Charter Day Convocation and at Commencement.

### Achievement Prizes

*The Babcock Prize in Philosophy and Pedagogy*, established by Edward S. Babcock, Class of 1896, is awarded to that senior who shall have excelled "in philosophy, and particularly in the science of pedagogy."

*The James L. Bennett Prize*, established by Emma M. Bennett Elsing in memory of James L. Bennett, Class of 1871, is awarded to a senior who has completed the junior year with distinction.

*The Emily and Alfred Bohn Prize in Studio Art,* established by Harold C. Bohn, Class of 1926, in memory of his parents, is awarded to that junior or senior who demonstrates significant progress in studio art.

*The Harold C. Bohn Prize in Anthropology* was established by Harold C. Bohn, Class of 1926, and is awarded to a student who has excelled in the study of anthropology.

*The Brockway Prize*, established by A. Norton Brockway, M.D., Class of 1857, is awarded to that member of the freshman class who has made the best academic record.

*The G. Harvey Cameron Memorial Prize*, established by family, friends, and former students to honor the memory of G. Harvey Cameron, who taught physics from 1932 to 1972, is awarded to that freshman or sophomore who shows the most promise in experimental physics.

*The Clark Prize*, established by Aaron Clark, A.M., and increased by Henry A. Clark, Class of 1838, is awarded to that senior who is adjudged to be the best speaker in the annual Clark Oratorical Contest.

*The Nelson Clark Dale, Jr., Prize in Music* was established in memory of Captain Nelson Clark Dale, Jr., U.S.M.C.R., Class of 1942, by his parents, and is awarded to that student who has shown exceptional

ability in music as a composer, interpreter, or leader, or who has contributed most to the musical life of the College. The awarding committee shall consist of members of the Music Department and a senior to be selected by the Department.

*The Darling Prize in American History*, established by Charles W. Darling and supplemented by a friend of the College, is awarded to a senior having the most distinguished record in at least four courses in American history.

*The Hadley S. DePuy Campus Service Awards* are given each year to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service. Individual awards consist of a plaque, with the student's name inscribed thereon.

*The Dr. Edward Fitch Prize in Greek*, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one year of Greek, shall have maintained the best record in that subject. To be eligible for the award, the appointee must elect Greek in the following year.

*The Dr. Edward Fitch Prize in Latin*, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one of two years of Latin, shall have maintained the best record in that subject. To be eligible for the award, the appointee must elect Latin in the following year.

*The Gelas Memorial Prize*, established in 1955 by a group of alumni to honor the memory of Jean-Marius Gelas, fencing coach and professor of Physical Education from 1921 to 1946, is awarded to the senior who has shown the greatest development in strength of character, leadership, and athletic ability while at Hamilton.

*The Francis W. Gilbert Prize* was established as a gift, presented by the Class of 1953 in memory of Francis Gilbert, fellow in history at Hamilton College from 1946 to 1953. The gift provides a cash award to be presented at a College convocation to that sophomore who, in the opinion of the Dean of the College, has shown the greatest scholastic improvement in the spring term of the freshman year.

*The William Gillespie Prize in Art*, established in memory of William J. Gillespie, Class of 1962, is awarded to a concentrator in art who excels in that subject.

*The Adam Gordon Campus Service Awards*, established in 1978 in memory of Adam Gordon, Class of 1980, provide cash prizes to be awarded annually to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service.

*The Edgar Baldwin Graves Prize in History*, established by his former student, David M. Ellis, is awarded to a senior who excels in the study of history.

*The Mary McMaster Hallock Prize in Science* was established by Andrew C. Hallock, Class of 1938, in memory of his wife. The prize is awarded to that senior who has been admitted to medical school and who, in the judgment of the Pre-Medical Advisory Committee, has demonstrated excellence in course work in science.

*The Hamilton College Book Award in Russian* is given to a student who has excelled in the study of Russian.

*The Franklin G. Hamlin Prize in French*, established by former students in honor of Professor Franklin G. Hamlin, who taught French from 1949-1980, is awarded to the senior who has excelled in French and plans to continue its study, or the study of a related field, in graduate school.

*The Hawley Prizes in Greek and Latin*, established by Martin Hawley, Class of 1851, are awarded for excellence in Greek and Latin. Equal in value, the prizes take the form of books and are selected by the winners each year.

*The Holbrook Prize in Biology*, established by David A. Holbrook, Class of 1844, is awarded to the senior having the best record in six courses in biology.

*The Wallace Bradley Johnson Prize*, established by alumni of the College, in honor of Wallace B. Johnson, Class of 1915, is awarded to that student who writes the best one-act play produced at the College.

*The Thomas McNaughton Johnston Prize in English*, established by friends and former students in honor of Thomas McNaughton Johnston, who taught English from 1934 to 1972, is awarded to the student writing the most elegant essay submitted to the English Department during the year.

*The Kirkland Prize*, established by Mr. A.R. Kirkland, is awarded to a student who excels in mathematics.

*The Kneeland Prize*, established by the Rev. Martin Dwelle Kneeland, D.D., Class of 1869, is awarded to the student who has the best record when the grades in two courses on the Bible and in an essay competition on an assigned biblical subject are combined.

*The Jonathan Marder Prize*, established by Mr. and Mrs. Marder in memory of their son, is awarded to a senior who excels in psychology.

*The McKinney Debate Prizes*, established by Charles McKinney, are awarded to two seniors excelling in extemporaneous debate.

*The McKinney Speaking Prizes*, established by Charles McKinney, are awarded to three students, one in each of the three lower classes, who have been determined the best speakers in competition.

*The James Soper Merrill Prize*, established in memory of James Soper Merrill by his cousin, James P. Soper, Class of 1911, is awarded at Commencement to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." Selected by the Faculty, the recipient is presented with a gold watch.

*The J. Barney Moore Prize in Art,* established by the Class of 1982 in memory of J. Barney Moore, is awarded to a senior who excels in studio art.

*The George Lyman Nesbitt Prizes* were established by friends of George Lyman Nesbitt, valedictorian of the Class of 1924, who taught English at Hamilton from 1924 to 1926 and from 1930 through 1973, and are awarded to the valedictorian and the salutatorian.

*The Norton Prize*, established by Thomas Herbert Norton, Ph.D., Sc.D., Class of 1873, is awarded to the undergraduate who has demonstrated the greatest capacity for research in chemistry. Founded to encourage research in chemistry at the College, the prize consists of a cash award.

*The Payne Hills Prize*, established in 1982 by the Maynard family, is a Brunton pocket transit awarded annually to that member of the junior class excelling in geology field work.

*The Walter Pilkington Prize*, established by an anonymous donor, is awarded to the student who has rendered distinguished service to the community in the areas of print and radio journalism and dramatics.

*The Public Policy Prize,* established by an anonymous donor, is awarded to the senior with the best record in the Public Policy Program and in the Public Policy Seminar.

*The Putnam Prize in American History* was established by a gift from Dr. Frederick W. Putnam of Binghamton, and was supplemented by a friend of the College. The gift provides a prize of books for the senior having the second-most distinguished record in at least four courses in American history.

*The Harold Harper Reed Prize Scholarship* was established by Mrs. Reed in memory of her husband, a member of the Class of 1919, and is awarded annually to the sophomore or junior "who best exemplifies those American ideals which made this nation strong."

*The Renwick Prize in Biology*, founded by Edward A. Renwick, A.M., of Chicago, Illinois, is awarded to a member of the senior or junior class appointed by the Faculty and provides a scholarship for the study of biology during the summer vacation.

*The Rogers Prize in Geology*, established by E. Albert Rogers, Class of 1898, is awarded to that senior majoring in geology and excelling in the courses in that concentration.

*The B.F. Skinner Prize*, established in honor of B.F. Skinner, Class of 1926, is awarded to the senior who excells in psychological research.

*The H. Samuel Slater Prize in Romance Languages*, established by Milton P. Kayle, Class of 1943 and former Trustee of the College, is awarded to a student who, at the end of the sophomore year, has excelled in the study of a Romance language.

*The Southworth Prize in Physics*, established by Tertius D. Southworth, Class of 1827, is awarded to the senior who excels in physics.

*The Squires Prize in Philosophy*, established by Byron B. Taggart, Class of 1896, in honor of the late William Harder Squires, Ph.D., Class of 1888, is awarded annually, with the approval of the Faculty, to that senior who shall have the highest grade when the marks for six courses in philosophy and a special examination designed for the purpose are combined.

*The Tompkins Prize in Mathematics*, established by Hamilton B. Tompkins, A.M., Class of 1865, is awarded to two juniors who excel in mathematics. The award is made upon the basis of an examination near

the close of the junior year, involving three years of work in mathematics.

*The Underwood Prize in Chemistry* was established as a fund by George Underwood, Class of 1838, increased by J. Platt Underwood, Class of 1870, and is awarded to the senior who excels in chemistry.

*The Winchell Prize in Greek*, established by Walter B. Winchell, M.D., Class of 1880, is awarded annually, with the approval of the Faculty, to the student who, beginning Greek in college, shall have the best record in six courses in this language.

*The Winslow Prize in Greek*, established by William Copley Winslow, D.D., Class of 1862, is awarded annually to the member of the sophomore class attaining the greatest proficiency in Greek for the year.

*The Winslow Prize in Latin*, established by William Copley Winslow, D.D., Class of 1862, is awarded to the member of the freshman class attaining the greatest proficiency in Latin for the year.

*The Winslow Prize in Romance Languages*, established by William Copley Winslow, D.D., Class of 1862, is awarded annually to the member of the junior class attaining the greatest proficiency in Romance languages while in college.

*The Earl H. Wright Prize for Distinction in Advocacy*, established in memory of Earl H. Wright by his son, Warren E. Wright, is given to that senior who shows the most promise in spoken forensic argument or who has shown the most improvement in public speaking during the four undergraduate years.

*The Wyld Prize in German*, established by Lionel D. Wyld, Class of 1949, in memory of Mary E. and Fred H. Wyld, Sr., is awarded to a junior or senior for excellence in German as evidenced by course work and an essay.

### Writing Prizes

*The Academy of American Poets Prize* is awarded each year by the Academy of American Poets, based upon the results of competition involving ten selected colleges. This year, Hamilton was among the group.

*The Dean Alfange Essay Prizes*, established by Dean Alfange, are awarded to the students who write the best and second-best essays on a feature or an issue of American constitutional government.

*The Cobb Essay Prize*, established by Willard A. Cobb, Class of 1864, is awarded to the student submitting the best essay on journalism.

*The Cunningham Essay Prize*, established by John Howard Cunningham, Class of 1866, is awarded to the senior submitting the best essay on some phase of the life of Abraham Lincoln.

*The Adam Gordon Poetry Prize for Freshmen*, established in memory of Adam Gordon, Class of 1980, is awarded for the best poem submitted by a member of the freshman class.

*The Head Essay Prize*, established by Franklin H. Head, LL.D., Class of 1856, is awarded for the best senior essay upon a theme relating to Alexander Hamilton.

*The Hutton Essay Prize*, established by the Rev. William Hutton, D.D., Class of 1864, is awarded to the sophomore submitting the best essay on an assigned subject in history, translations, or literature of the Bible.

*The Kellogg Essay Prizes*, established by Charles C. Kellogg, Class of 1849, are awarded to a junior, sophomore, and freshman who excel in English essays.

*The Kirkland Endowment Essay Prize in Interdisciplinary Studies*, established by the Kirkland Endowment Advisory Committee, is awarded to the student who writes the best essay on Interdisciplinary Studies.

*The Kirkland Endowment Essay Prize in Women's Studies*, established by the Kirkland Endowment Advisory Committee, is awarded to the student who writes the best essay on Women's Studies.

*The Thomas E. Meehan Prize in Creative Writing*, established by Thomas E. Meehan, Class of 1951, is awarded to two juniors who have distinguished themselves in creative writing.

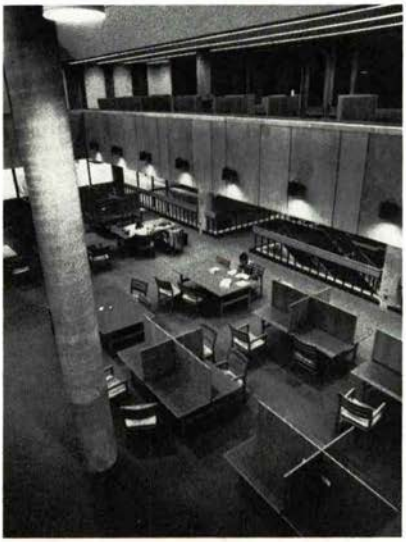
*The Pruyn Essay Prize*, made possible by a fund set up by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York on August 5, 1863, is awarded to the senior or junior writing the best essay on "The Duties of Educated Young Citizens." The terms of the prize, which initially provided for the award of the so-called "Pruyn Medal," were later revised by Mr Pruyn's heirs on October 26, 1933, and a cash prize is now presented instead.

*The Soper Essay and Research Prizes*, established by Arthur W. Soper, are awarded for the best essay on a topic in economics assigned by the

Faculty and for the best research paper in economics. The competition is open to all seniors who are taking a second- or third-year course in economics.

*The George A. Watrous Literary Prizes*, established by Mrs. Edgar W. Couper in memory of her father, who was an English teacher and scholar, are awarded in poetry, fiction, and criticism, with an additional prize for the winner whose work is considered to be the most promising.

*The John V.A. Weaver Prize in Poetry* was established by Peggy Wood in memory of her husband and is awarded for excellence in a poem or poems submitted for consideration.



# Recipients of Prize Scholarships, Fellowships, Internships, and Prizes

The following fellowships were awarded to Hamilton students in 1983-84 as a result of national competition:

*Fulbright Fellowship*
Susan Mary Muchmore

*Marshall Scholarship*
Scott James Gwara

*Watson Fellowship*
Andrew James Ring

The following prize scholarships, fellowships, internships, and prizes were awarded by Hamilton in 1983-84:

## Prize Scholarships

*Benjamin Walworth Arnold Prize Scholarships*
*Senior,* Sara Jane Miller; *Junior,* Teresa N. Roberts; *Sophomore,* Anita S. Kusior

*Robert A. Bankert, Jr. Prize Scholarship*
Kevin R. McGovern

*Frank C. and Marion D. Colridge Prize Scholarship*
Adam T. Harder

*Curran Prize Scholarship*
Janet T. Kiss, Patrick R. Young

*Captain Gerald Fitzgerald Dale Senior Prize Scholarship*
Serafin Pinol Roma

*Charles A. Dana Prize Scholarships*
David L. Blackmore, Jr., Margaret Gates, Andrew V. Griswold, Anita S. Kusior, Lisa R. Malaquias, Andrew O. McKee, Toru Ohira, Mary G. Trevisani, Catherine L. Washburn, Denise M. Whyte

*Ned Doyle Prize Scholarships*
*Junior,* Lawrence R. Kollath; *Sophomores,* Seamus Crotty, Sarah R. Feyerherm, Isvaldo B. Perez; *Freshman,* John P. Cavanaugh

*Duell German Prize Scholarship*
Susan Mary Muchmore

*Fayerweather Prize Scholarships*
David L. Blackmore, Jr., Andrew V. Griswold, Anita S. Kusior, Lisa R. Malaquias, Charles L. Stengel

*Dr. Craig Alan Feder Prize Scholarship*
Michael P. Kenny

*Dr. Edward R. Fitch Prize Scholarship in Classical Languages*
Donald R. Brewster, Peter G. Lenz

*Randall J. Harris Prize Scholarship in Philosophy*
Tracy R. Huntzinger, Michelle M. Winnicki

*L. David Hawley Prize Scholarship in Geology*
Michael B. Wolf

*Edward Huntington Memorial Mathematical Prize Scholarship*
Daniel Max Rosenthal

*Paul S. Langa Prize Scholarship*
Susan J. Davidson

*Willard Bostwick Marsh Prize Scholarships*
*Seniors,* Scott James Gwara, Eldonna Sprankle Wing; *Juniors,* Angelina Cutrona, Teresa N. Roberts, Jody L. Speier

*Marcel Moraud Memorial Prize Scholarship*
Matthew Thayer Fremont-Smith

*Robert Leet Patterson Prize Scholarships in Philosophy*
*Juniors,* Cora A. Alsante, Anne Clark, Tracy R. Huntzinger, Michelle M. Winnicki; *Sophomores,* Kevin J. Gagnon, Lawrence A. Markowitz, Ann Rafferty, Sybil G. Taylor; *Freshmen,* Hala Hamoodeh, Michael S. Rothenberg

*Harold Harper Reed Prize Scholarship*
Amy J. Biancolli

*Frank Humphrey Ristine Prize Scholarships*
Karla A. Cruise, Matthew J. Daly

*Oren Root Prize Scholarships*
Daniel B. Kopel, Linda J. Weisbeck

*Arthur W. Soper Prize Scholarship in Latin*
Susan Todd Ruef

*Vrooman Prize Scholarship*
Carmen L. DiCinque

*Sidney Wertimer, Jr. Prize Scholarships in Economics*
Daniel F. Egan, Donald F. Romanelli, Jr.

*Yourtee Prize Scholarship in Chemistry*
Susan N. Giorgi

**Fellowships**

*The Manley F. Allbright Fellowship*
Kathryn Louise Parker

*The Samuel F. Babbitt Kirkland College Fellowship*
Lisa Mary McCauley

*The James H. Glass Fellowship*
Jonathan Knight Ivins

*The Elihu Root Fellowships in Science*
Jonathan Knight Ivins, Serafin Piñol Roma

*The Judge John Wells Fellowships*
Suzanne B. Ryan, Andrew Clifford Winner

**Internships**

*The Hamilton Fellow at George Watson's College*
Karalyn DeLuca

*The St. George's Internship*
Kathryn Louise Parker

**Achievement Prizes**

*James L. Bennett Prize*
Julia Lamson Ross

*Emily and Alfred Bohn Prize in Studio Art*
Ann Harris Beatty, Katherine Ingle Calkins

*Harold C. Bohn Prize in Anthropology*
Adam Louis Seidner

*Brockway Prize*
Anita S. Kusior

*G. Harvey Cameron Memorial Prize*
Charles L. Stengel

*Clark Prize Oration*
Mark Gerard Russoniello

*Nelson Clark Dale, Jr. Prize in Music*
Andrew Buckley Rosenfeld

*Darling Prize in American History*
William H. Brower III

*Hadley S. DePuy Campus Service Awards*
Raymond Tracy Cushmore, David Davis, David Dirvin, Gary Charles Edelman, Thomas Michael Finn, James Woodford Fornshell, Paul Gambal Gillespie, Candace Kay Groskreutz, Susan Helen Kaufmann, Randi Elyse Lowitt, Montgomery Gerrans Pooley, Alan William Schmiedicker, Margie Ann Schwartz, Beth Ann Softness, Andrew James Spence

*Dr. Edward Fitch Prize in Greek*
Carmen L. DiCinque

*Dr. Edward Fitch Prize in Latin*
Jacqueline M. Drabent, Stephen Ten Broeck Graham

*Gelas Memorial Prize*
Robertson Redfield Howe

*Francis W. Gilbert Prize*
Douglas G. Lovell

*William Gillespie Prize in Art*
Robert Ingram Tucker

*Adam Gordon Campus Service Awards*
Lee E. Manchester, Thomas J. McDonald

*Edgar Baldwin Graves Prize in History*
Hugh Patrick Brady

*Mary McMaster Hallock Prize in Science*
Michele Renée Lauria

*Hamilton College Book Award in Russian*
Paula Marie Lisick

*Franklin G. Hamlin Prize in French*
Cynthia Louise Gadziala

*Hawley Prize in Greek*
Carmen L. DiCinque

*Hawley Prize in Latin*
Debra Michelle Dawson

*Holbrook Prize in Biology*
Eric Steven Minkin

*Wallace Bradley Johnson Prize*
*First,* Steven Mitchell Tager; *Second,* Kate Anne Wallace; *Third,* Bruce Jay Goldstone

*Thomas McNaughton Johnston Prize in English*
Michael Seth Millman

*Kirkland Prize*
Karen Lisa Weissman

*Kneeland Prize*
Carol Dordick

*Jonathan Marder Prize*
Robin Mae Barrett, Julia Lamson Ross

*McKinney Prize Speaking Contest*
*Junior,* Stephen M. Pratt; *Sophomore,* Sharon A. Rankins; *Freshman,* Lawrence S. Spiegel

*James Soper Merrill Prize*
Randi Elyse Lowitt

*J. Barney Moore Prize in Art*
Robert Ingram Tucker

*Payne Hills Prize*
Michael B. Wolf

*Walter Pilkington Prize*
Joseph Anthony Ricci

*The Public Policy Prize*
Gary Charles Edelman

*Putnam Prize in American History*
Thomas George Griggs, Michael Herbert McGuire

*Renwick Prize in Biology*
Michael P. Kenny

*Rogers Prize in Geology*
David Charles Goodrich, Kathryn Jane Tegtmeyer

*B.F. Skinner Prize*
Julia Lamsón Ross, Bradley Frisch Sklar

*H. Samuel Slater Prize in Romance Languages*
Teresa N. Roberts

*Soper Research Prize*
Gregory Bradford Meyer

*Southworth Prize in Physics*
Steven James Rapiejko

*Tompkins Prize in Mathematics*
*First,* Daniel B. Kopel; *Second,* Jill E. Johnson

*Winslow Prize in Greek*
Carmen L. DiCinque, Brian A. Smith

*Winslow Prize in Latin*
Carmen L. DiCinque

*Winslow Prize in Romance Languages*
Adam T. Harder

*Earl H. Wright Prize for Distinction in Advocacy*
Daniel S. Connolly

*Wyld Prize in German*
Patricia Judith Galloway

**Writing Prizes**

*Academy of American Poets Prize*
Veralyn J. Behenna; *Honorable Mention,* Kenneth Vincent Siegert

*Adam Gordon Poetry Prize for Freshmen*
Katharine S. Clanchy

*Kellogg Essay Prize*
David L. Blackmore, Jr.

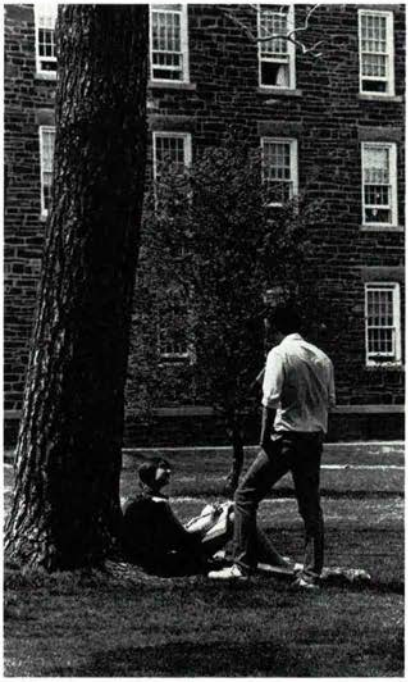
*Kirkland Endowment Essay Prize in Women's Studies*
Christina Culver

*Thomas E. Meehan Prize in Creative Writing*
Jan-Mary Lindenthal, Andrew D. Wing

*Soper Essay Prize*
George Christian Ullrich II

*George A. Watrous Literary Prizes*
Bruce Jay Goldstone, Scott James Gwara, Jan-Mary Lindenthal

*John V.A. Weaver Prize in Poetry*
Miranda Pierce Kolbe



## Federal Awards

All federal assistance programs were under review at the time of publication. The statements below were accurate as of July, 1984, but subsequent legislation may have altered any of the programs. Please contact the Financial Aid Office if you have any questions.

### Pell Grants

The former Basic Educational Opportunity Grant Program was renamed in 1980 after Senator Claiborne Pell in honor of his efforts to help establish the program. Grants for full-time study currently range between $250 and $1,900. Grant amounts may be adjusted annually to reflect amounts authorized and appropriated by the federal government.

The amount of an individual's award is determined by the Director of Financial Aid based on a valid Student Aid Report (SAR). Candidates may receive an SAR after filing an application for federal student aid or other approved document such as the Financial Aid Form (FAF) of the College Scholarship Service or Family Financial Statement (FFS) of the American College Testing Program. The SAR reflects student eligibility based on a formula developed by the United States Department of Education and approved by the United States Congress.

In order to continue receiving awards, a student must make satisfactory academic progress, and must not owe any refunds to the Pell Grant or other federal aid programs or be in default on repayment of any student loan.

### Supplemental Educational Opportunity Grants (SEOG)

Supplemental Grants range between $200 and $2,000 annually and are awarded to students who demonstrate need. The College's annual federal allocation of SEOG funds is adequate to make only about 80 awards. Candidates who demonstrate need continue to be eligible for SEOG assistance during the period required for the completion of the first undergraduate baccalaureate course of study.

### National Direct Student Loans (NDSL)

All candidates who apply for assistance are considered for NDSL. The number of NDSLs awarded annually may vary, depending upon repayments received by Hamilton as well as federal appropriations. Aggregate maximum NDSL debt is $3,000 during the first two years of study and $6,000 through completion of the baccalaureate degree.

The current interest rate on Direct Loans is 5% on the unpaid balance. Repayment normally begins after graduation. Deferments are possible for several reasons, including military service and work in the Peace Corps or VISTA.

### Guaranteed Student Loan Program

Loans of up to $2,500 per year are available for study at Hamilton. Maximum indebtedness for undergraduate study is $12,500. Guaranteed Student Loans currently carry an interest rate of between 7% and 9% and are available only to United States citizens or permanent resident aliens.

The amount actually borrowed through the GSL Program, when added to other financial aid, cannot exceed the cost of education. Applicants from families whose income is $30,000 or less are automatically eligible to borrow. Applicants from families whose income is between $30,000 and $75,000 must demonstrate need on the basis of income. Both income and assets must be evaluated when determining need for those applicants whose family income exceeds $75,000. A 5% origination fee is deducted from all loans at the time of disbursement.

Repayment of the loan begins six months after the student has left school, though it can be deferred for several reasons. The following regulations apply to repayments: (1) Depending on the amount of the loan, the minimum monthly payment will be $50 plus interest. Under certain circumstances, the lender, on request, may permit reduced payments; (2) The maximum repayment period is ten years; (3) The maximum period of a loan from date of the original note may not exceed fifteen years, excluding authorized deferment of payments; and (4) Repayment in whole or part may be made at any time without penalty.

All undergraduate borrowers currently receive federal interest subsidies while they are in college. Applications for Guaranteed Student Loans are available from participating banks, savings and loan associations, credit unions, and other approved lenders.

### College Work-Study Program (CWSP)

For students in financial need, Hamilton arranges jobs on-campus, or off-campus with public or private non-profit agencies such as hospitals. Application is made through the Financial Aid Office. Hamilton gives preference to students who have the greatest financial need and who must earn a part of their educational expenses. Class schedule, academic progress, and health are also considered in determining eligibility. Wage is determined by the nature of the job and the qualifications of the applicant.

### Social Security Payments to Children of Deceased or Disabled Parents

Students between 18 and 22 years of age who have a deceased, disabled, or retired parent who worked long enough to qualify for Social Security may be entitled to aid. Application may be made at any Social Security

Office. The amount of such benefits may be affected by a student's earnings from employment. Benefits for college study are available only to those who were recipients prior to September, 1981, and enrolled full-time prior to May, 1982.

### United States Bureau of Indian Affairs Aid to Native Americans

Students who are one-fourth American Indian, Eskimo, or Aleut and are enrolled members of a tribe, band, or group recognized by the Bureau of Indian Affairs may qualify for aid under this program. Application forms may be obtained from the Bureau of Indian Affairs Office.

### Veterans Administration (VA) Educational Benefits

Persons who served more than 180 days between January 31, 1955, and January 1, 1977, and continue on active duty, were honorably discharged at the end of their tours of duty, or who qualify because of service-connected disabilities, are eligible for benefits. Veterans are entitled to benefits for one and one-half months of study for each month of service, up to 45 months.

Children, spouses, and survivors of veterans whose deaths or permanent total disabilities were service-connected, or who are listed as missing in action, may be eligible for benefits under the same conditions as veterans.

## State Awards

In compliance with the New York State Education Department regulations, eligibility for the continuation of funds awarded through the Tuition Assistance Program (TAP), Regents College Scholarships, or Regents Awards for Children of Deceased or Disabled Veterans requires the following minimal levels of academic progress:*

> Pursuit of the program of study toward the baccalaureate degree requires the completion of at least two courses during both the fall and spring terms of the freshman year, and the completion of at least three courses during the fall and spring terms of each succeeding year.
>
> Satisfactory progress toward the completion of the degree requirements must be achieved. Satisfactory progress is not made by students who fail to pass at least half of the courses

*Legislation passed in July, 1981, subjects only those candidates who received any of the above awards for the first time during the 1981-82 year, to these regulations.

carried, who accumulate failures in a total of five courses, or who incur a third probation. Satisfactory progress includes the following minimal number of courses passed for the respective semi-annual TAP payments: first payment = 0 units, second payment = 3 units, third payment = 7 units, fourth payment = 10 units, fifth payment = 14 units, sixth payment = 17 units, seventh payment = 21 units, eighth payment = 24 units.

Failure to maintain these minimal standards of academic progress will result in the loss of funds from the TAP program. Any questions regarding this requirement should be addressed to either the Registrar or the Director of Financial Aid.

### Tuition Assistance Program (TAP)

The Tuition Assistance Program is available to any New York State resident who is enrolled full time in an approved educational program in New York State. The amount of TAP is based on the amount of tuition charged and family net taxable income (income after deductions). Net taxable income (NTB) may be adjusted for additional family members enrolled in college full time, for child support received from a non-custodial parent, or for tax-free income received from tax-exempt securities.

The maximum net taxable income for TAP eligibility during the 1983-84 academic year is $29,000. Awards will range from a minimum of $300 to $2,700 per year, depending on NTB. Maximum awards are reduced $200 annually after a candidate has received payment for four semesters of study.

Applications for TAP must be filed annually with the New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, New York 12255. The application deadline for the 1984-85 academic year is March 31, 1985.

### Tuition Assistance for Part-Time Study

Tuition assistance for part-time study was established in May, 1984, for undergraduates enrolled in degree programs in New York State. The program provides awards ranging between $100 and $2,000 toward tuition charges. The actual amount received, however, will be influenced by the overall funding by New York State to the College.

If an applicant was not claimed as a tax dependent by anyone other than his or her spouse, a maximum taxable income of $15,000 has been imposed. If a student was claimed as a tax dependent, the family's net

taxable income can be as much as $22,000. In addition, all applicants must have applied for a Pell Grant and met the citizenship and residency requirements of the Tuition Assistance Program.

### Vietnam Veterans Tuition Award Program

The Vietnam Veterans Tuition Award Program provides financial assistance to veterans enrolled in undergraduate degree programs on either a full- or part-time basis. A listing of the institutions having approved degree programs is included in the supplemental application. To be eligible under this program, the veteran must:

- have served in the armed forces in the United States in Indochina between January 1, 1963, and May 7, 1975;
- have been discharged from the service under other than dishonorable conditions;
- have been a resident of New York State on April 20, 1984, or have been a resident at time of entry into the service and resume residency by September 1, 1987;
- apply for a Tuition Assistance Program (TAP) award and a Pell Grant if applying as a full-time student or for the Pell Grant only if applying as a part-time student.

**Duration:** Full-time Study—Awards are available for up to 8 semesters for a 4-year program, or 10 semesters if a degree program is specifically approved as requiring five years. (Programs of remedial study are considered to be programs normally requiring 5 years.)
Part-time Study—Awards are available for students taking 6 to 11 hours (or the equivalent per semester) for up to 16 semesters (8 years), or 20 semesters (10 years) in an approved program which would normally require 5 years if the study were full-time.
**Amount:** Full-time awards are $500 per semester or tuition, whichever is less. If the veteran also receives a Tuition Assistance Program (TAP) award, the combination of the two awards cannot exceed tuition.
Part-time awards are $250 per semester or tuition, whichever is less.
The total of all awards for full- and/or part-time study received cannot exceed $5,000.

### Regents College Scholarships

The application procedure for Regents College Scholarship holders is identical to that for TAP. Income, however, plays no part in the award of a Regents Scholarship. Rather, the basis of the award, which is $250 per year, is a student's performance on the Scholastic Aptitude Test (SAT) or the American College Testing Program Assessment

examination. These examinations may be taken more than once, with the highest score used as the basis for the award.

There are 18,853 statewide Regents Scholarships, and these awards are allocated by county. Additional scholarships are allocated to ensure that each approved high school has at least one scholarship for every 40 graduates of the previous year.

### Regents Awards for Children of Deceased or Disabled Veterans

An award of $450 per year is available to students who are the children of veterans who have died, have a current disability of 50% or more, or had such a disability at the time of death, resulting from United States military service during one of the following periods: April 16, 1917-November 11, 1918; December 7, 1941-December 31, 1946; June 25, 1950-July 27, 1953; or October 1, 1961-March 29, 1973. This award, available to New York State residents, is independent of family income or tuition and is made in addition to other grants or awards to which the applicant may be entitled.

### State Aid to Native Americans

Awards of $1,100 per year for a maximum of four years of study are available to members of Native American tribes located on reservations within New York State. More information can be obtained by writing to the Native American Education Unit, New York State Education Department, Albany, New York 12234.

### Higher Education Opportunity Program (HEOP)

HEOP awards are given to academically and financially disadvantaged students admitted to the HEOP. Such awards are packaged with other needed assistance.

# Family Educational Rights and Privacy Act

Pursuant to the Family Educational Rights and Privacy Act ("Buckley Law"), this will constitute official notice of the following information:

1. Official files containing material directly related to students are maintained in three locations on the campus:
   a. The Dean's Office file contains admission material, copies of correspondence with you, and a copy of your transcript. These files are maintained by the Dean of the College, the Associate Dean of the College, and the Dean of Students.
   b. The Registrar's Office file contains your official academic record and copies of correspondence. This file is the responsibility of the Registrar.
   c. If you have asked that one be assembled, the Career Center has a file of information to be sent to prospective employers. The Director of the Career Center has charge of these files.

2. The act stipulates that the following may have access to your files *without* your permission:
   a. Senior staff members and faculty who have a "legitimate educational interest" in your records. The criteria to be used in determining "legitimate educational interest" is that access to your records would further the educational function of the institution (advising, preparing recommendations, assessing progress toward the degree, validating financial aid, and so on).
   b. Certain federal and state officials (e.g., the Comptroller General, Secretary of Education, etc.) The FBI, CIA, etc., are *not* included on this list.
   c. Organizations conducting studies for educational agencies for the purpose of validating predictive tests, etc.
   d. Accrediting agencies carrying out their functions.
   e. Officials acting pursuant to judicial orders.
   f. Your parents, if they claim you as a dependent for income tax purposes.
   g. Appropriate parties in case of a health or safety emergency.

3. Persons other than those enumerated in Section 2 above wishing access to your records must have your *written consent*. This must be in the form of a letter, signed and dated by you, specifying the records to be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure can be made. A record will be kept of all such disclosures including the names of all parties who have requested or obtained personally identifiable information from your records, and the legitimate interest these parties had in

requesting or obtaining such information. This record will be part of your file and may be inspected by you at any time.

4. Official records are kept by the College as long as there is a reasonable need for them. After that point they are destroyed. The Registrar's record of your academic performance is kept permanently.

5. Under the act, it is your right to inspect your official files as listed in Section 1 above at any time. To do so, you must make a written request to the appropriate office. This request will be honored no less than 45 days after it is made. You may review all *nonconfidential* material, and any *confidential* material placed in the file after January 1, 1975 (unless you have waived the right—see below). You have the right to have any portion of your record explained to you by the person having responsibility for these records. You may also make a copy of any portion of your file. The charge for copies will be ten cents per page.

   Students can, according to the act, waive their right to see confidential letters of recommendation written for graduate or professional school, transfer, etc., and recommendations for employment placed in their Career Center file. This can be done by completing a form available from the faculty or staff member whom you ask to write for you or, in the case of the Career Center, by completing the waiver statement printed on the "Confidential Recommendation Form" provided by the Center. Doing so will not prevent the recommender from sharing the contents of a letter with you if he or she chooses, nor does signing the waiver limit your access to other material in your file. You may not be denied a letter of recommendation on the sole ground that you have not signed the waiver.

6. If you believe the information contained in your records is inaccurate or misleading or violates your privacy, you may request that the institution amend this information. The institution will then decide, within a reasonable period of time, whether or not to amend your records. If the institution decides to refuse your request, you will be informed that you have the right to request a hearing. A hearing will be held within a reasonable period of time following a written request to the Dean of the College. The Dean will appoint a faculty or senior staff member who has no direct interest in the outcome of the proceeding to hear the case. Students will receive advance notice of the time, date, and place of the hearing. They will be afforded a full

and fair opportunity to present evidence on their behalf and may be represented by individuals of their own choice, including an attorney. A decision shall be rendered in writing within a reasonable period of time after the conclusion of the hearing and will include a summary of the evidence and the reasons for the decision.

If the hearing officer decides that the complaint is a valid one, the institution will amend the information in question and so notify the student. If the hearing officer decides the complaint is invalid, the student has the right to place in the record a statement setting forth reasons for disagreeing with the decision.

Complaints regarding violations of the act may be filed by writing the Family Educational Rights and Privacy Act Office, Department of Education, Room 4512, Switzer Building, S.W., Washington, DC 20202. The act provides for a Review Board to handle such complaints, and for penalties in case of noncompliance.

7. The act permits the College to release certain "directory information." This information will not be released to salesmen, subscription sellers, etc., but will be used in news releases from the College, athletic programs, etc. The following has been designated as "directory information": the student's name, address, and telephone listing, date and place of birth, major, participation in officially recognized activities and sports (from the Activities Questionnaire completed by each student), weight and height of athletic team members, dates of attendance, degrees and awards received, and the most recent previous educational institution attended.

   If you do *not* wish any or all of this information released without your prior consent, please notify the Dean of Students in writing before October 1. In the absence of a negative response, the College will release this information when appropriate.

8. Note that as long as you are a dependent of your parents (as defined by the Internal Revenue Service), they have the same rights as you do under the act. That is, they can inspect your records, ask for copies, request amendments to be made, request hearings, etc.

9. Copies of these Rights and Procedures may be obtained from the Dean of Students, Hamilton College, Clinton, New York 13323.

# The Board of Trustees

William M. Bristol III, *Chairman*
James T. Rhind, *Vice Chairman*
Gilman S. Burke, *Clerk*

## Trustees Emeriti

| | Elected | Term Expires |
|---|---|---|
| Edgar W. Couper, A.B., *Johnson City, NY* | 1937 | Life |
| Clancy D. Connell, A.B., *Westfield, NJ* | 1944 | Life |
| William C. Bolenius, A.B., *Cutchogue, NY* | 1945 | Life |
| Howard M. Bingham, B.S., *Asheville, NC* | 1952 | Life |
| William M. Bristol, Ph.B., *Princeton, NJ* | 1959 | Life |
| Willis V. Daugherty, A.B., *Holland, PA* | 1962 | Life |
| Sol M. Linowitz, LL.B., *Washington, DC* | 1964 | Life |
| John H. Niemeyer, A.B., *New York, NY* | 1964 | Life |
| Ned Doyle, LL.B., *New York, NY* | 1966 | Life |
| Hugh R. Jones, J.D., *Utica, NY* | 1973 | Life |
| Marjorie R. McEwen, Ph.D., *Mill Valley, CA* | 1978 | Life |

## Chairman Emeritus

| | | |
|---|---|---|
| Coleman Burke, LL.B., *Short Hills, NJ* | 1956 | Life |

## Honorary Trustee

| | | |
|---|---|---|
| Walter Beinecke, Jr., *Williamstown, MA* | 1960 | Life |

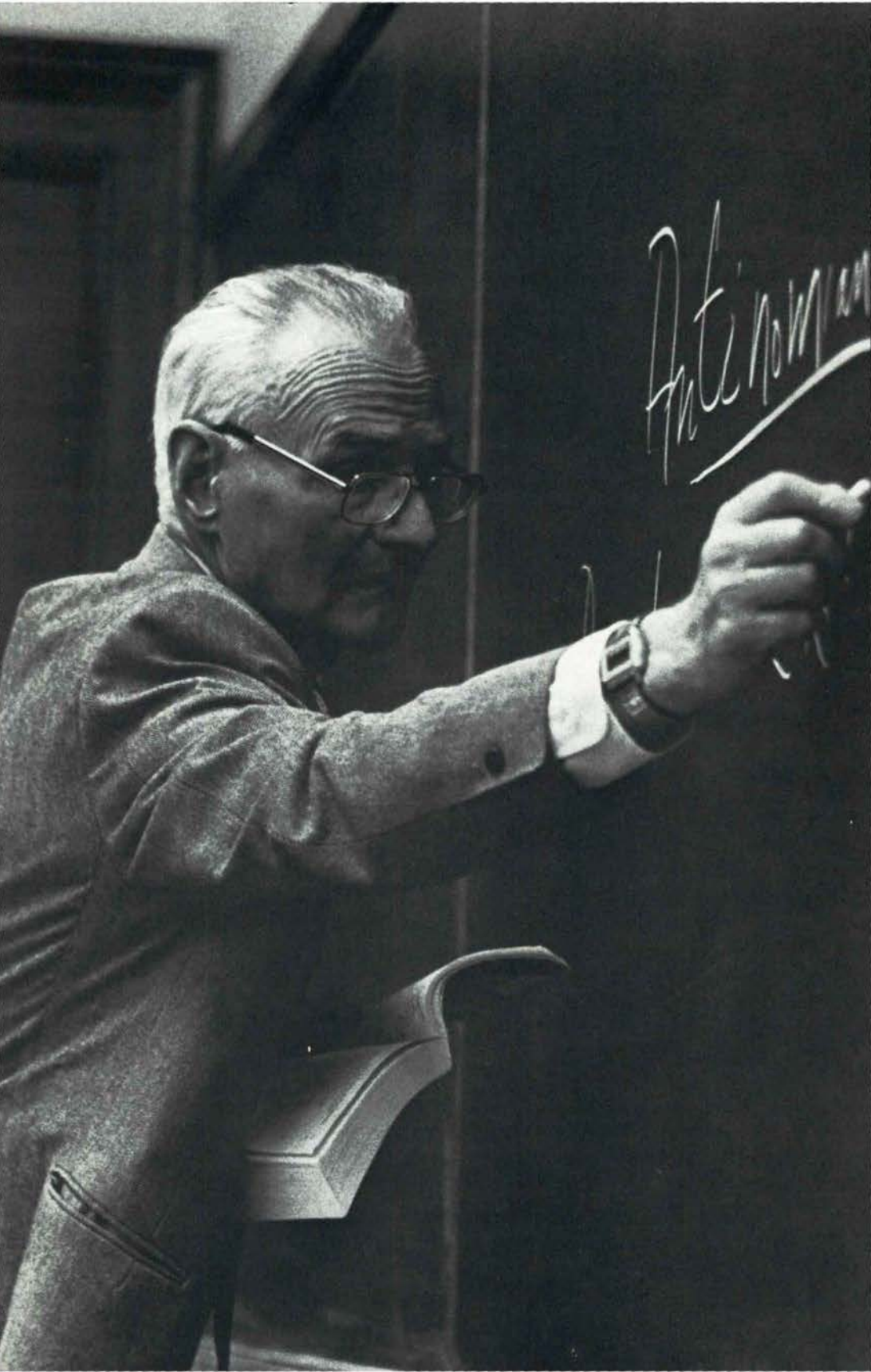
## Charter Trustees

| | | |
|---|---|---|
| William M. Bristol III, A.B., *Newtown, PA* | 1965 | 1985 |
| Ralph E. Hansmann, M.B.A., *New York, NY* | 1969 | 1989 |
| Richard W. Couper, M.A., *Princeton, NJ* (Alumni Trustee 1959-65) (Charter Trustee 1967-69) | 1971 | 1990 |
| George R. Cogar, *Frankfort, NY* | 1971 | 1987 |
| James L. Ferguson, M.B.A., *White Plains, NY* | 1973 | 1988 |
| J. Carter Bacot, LL.B., *New York, NY* | 1974 | 1990 |

| | | |
|---|---|---|
| J. Martin Carovano, Ph.D., *Clinton, NY* | 1974 | |
| Robert G. Howard, A.B., *New York, NY* | 1975 | 1989 |
| James T. Rhind, LL.B., *Chicago, IL* | 1975 | 1988 |
| John E. Tobin, LL.B., *New York, NY* | 1978 | 1985 |
| Eugenie A. Havemeyer, Ph.D., *New York, NY* | 1978 | 1986 |
| Patricia T. Marshall, A.B., *New York, NY* | 1978 | 1987 |
| Elizabeth J. McCormack, A.B., *New York, NY* | 1978 | 1990 |
| Francis H. Musselman, J.D., *Washington, DC* | 1978 | 1990 |
| Donald R. Osborn, LL.B., *New York, NY* | 1978 | 1988 |
| Gerald V. Dirvin, A.B., *Cincinnati, OH* | 1979 | 1987 |
| Silas Keehn, M.B.A., *Chicago, IL* | 1979 | 1987 |
| William D. Love, Jr., A.B., *Carmel, CA* | 1980 | 1986 |
| Patricia Bakwin Selch, M.S., *New York, NY* | 1980 | 1985 |
| David E. Harden, A.B., *McConnellsville, NY* (Alumni Trustee 1977-81) | 1981 | 1986 |
| Julie J. Kidd, B.A., *New York, NY* | 1983 | 1989 |
| Hans Schambach, A.B., *Kiawah Island, SC* (Alumni Trustee 1980-83) | 1983 | 1988 |
| Jack B. Riffle, A.B., *Utica, NY* (Alumni Trustee 1979-83) | 1984 | 1985 |
| Keith S. Wellin, M.B.A., *New York, NY* (Alumni Trustee 1969-75) | 1984 | 1986 |

## Alumni Trustees

| | | |
|---|---|---|
| Tyrone Brown, LL.B., *Washington, DC* | 1981 | 1985 |
| Gilman S. Burke, LL.B., *New York, NY* | 1981 | 1985 |
| James D. Ryan, M.B.A., *Rochester, NY* | 1981 | 1985 |
| Milton F. Fillius, Jr., J.D., *Covina, CA* | 1982 | 1986 |
| Jane W. Irwin, A.B., *New York, NY* | 1982 | 1986 |
| Victor S. Johnson III, J.D., *Nashville, TN* | 1982 | 1986 |
| Douglas Alexander II, A.B., *Wickford, RI* | 1983 | 1987 |
| Sheldon J. Horowitch, M.D., *Syracuse, NY* | 1983 | 1987 |
| Leonard E. Kingsley, M.B.A., *San Francisco, CA* | 1983 | 1987 |
| Milton J. Walters, A.B., *New York, NY* | 1983 | 1988 |
| Donna Sontheimer Acquavella, B.A., *New York, NY* | 1984 | 1988 |
| David A. Nelson, LL.B., *Cleveland, OH* | 1984 | 1988 |



# The Faculty

## Emeriti

James Alvin Adkins
*Associate Professor of Mathematics; B.S., United States Naval Academy; M.S., Purdue University*

Sidney Bachley Bennett
*Secretary of Admission; A.B., Hamilton College*

Robert Marcellus Browning
*Professor of German; A.B., William Jewell College; A.M. and Ph.D., Princeton University*

Robert Rose Carson
*Associate Professor of Speech; B.S., Hamilton College; A.M., Hobart College*

A. Duncan Chiquoine
*Professor of Biology; A.B., Swarthmore College; Ph.D., Cornell University*

Earl Wendell Count
*Professor of Anthropology; A.B., Williams College; B.D., Garrett Biblical Institute; Ph.D., University of California at Berkeley*

David Maldwyn Ellis
*Publius Virgilius Rogers Emeritus Professor of American History; A.B., Hamilton College; A.M. and Ph.D., Cornell University*

John Sake Gambs
*Professor of Economics; A.B. and A.M., George Washington University; Ph.D., Columbia University*

Nicolas John Gerold
*Professor of Biology; A.B. and M.S., Brown University; Ph.D., Cornell University*

Charles Augustus Godcharles
*Professor of Psychology; A.B., Bucknell University; A.M. and Ph.D., Duke University*

Franklin Grant Hamlin
*Professor of French; A.B., Bowdoin College; A.M. and D.M.L., Middlebury College; Diplômé de l'Ecole Superieure des Professeurs de Francais a l'Etranger, Universite de Paris*

David Hawley
*Professor of Geology; B.S., University of Vermont; M.S., Cornell University; Ph.D., Columbia University*

James Franklin Hunt
*Professor of Education; B.S., University of Pennsylvania; M.S., Massachusetts State College; Ph.D., Yale University*

Thomas McNaughton Johnston
*Professor of English; B.S., Washington and Jefferson College; A.M., Tulane University; Ph.D., Duke University*

Donald Maxstadt Jones
*Professor of Physical Education; B.S. and A.M., Rutgers University*

Otto Karl Liedke
*Professor of German; Berlin Oberrealschule; A.M. and Ph.D., Cornell University*

John Robert Mattingly
*Professor of Latin; A.B., University of Chicago; Ph.D., Yale University*

Lawrence Robert McManus
*Professor of Biology; B.S., M.Ed., and Ph.D., Cornell University*

Colin Finnie Miller
*Professor of Religion; A.M. and B.D., Glasgow University; D.D., Susquehanna University*

George Lyman Nesbitt
*Professor of English; A.B., Hamilton College; A.M. and Ph.D., Columbia University; Litt.D., Hamilton College*

C. Stanley Ogilvy
*Professor of Mathematics; A.B., Williams College; A.M., Columbia University; Ph.D., Syracuse University*

Paul Parker
*Professor of Art; A.B., University of Illinois; A.M., University of Chicago*

Channing Bulfinch Richardson
*Professor of International Affairs; A.B., Amherst College; Ph.D., Columbia University*

Comfort Cary Richardson
*Assistant Professor of Physical Education; Associate Director of Athletics; A.B., Vassar College; A.M., Haverford College*

Landon Gale Rockwell
*Professor of Government; A.B., Dartmouth College; A.M. and Ph.D., Princeton University*

Philip Virgilius Rogers
*Professor of Biology; A.B. and A.M., Hamilton College; Ph.D., Yale University*

José Bernardo Tato
*Associate Professor of Spanish; A.B. and B.S., Camaguey Institute; LL.D., University of Havana; A.M. and Ph.D., Rutgers University*

Charles Lafayette Todd
*Professor of Speech; B.S., Hamilton College; A.M., Columbia University*

Mox Arthur Weber
*Professor of Physical Education; A.B., Oberlin College; A.M., Columbia University*

Lawrence Karn Yourtee
*Professor of Chemistry; B.S., Washington College; M.S., Georgia Institute of Technology; Ph.D., University of Texas*

## Committees of the Faculty 1984-85

*Committee on Academic Policy*
Endy, *ex officio*; Ludington; Rupprecht; Jones, G.; Weldon; Kelly, A; Kolb.

*Committee on Appointments*
Gray; Simon; Vaughan; Jones, G. (alternate).

*Academic Council*
Endy, *ex officio*; Ring, E., *ex officio*; Rabinowitz, N.; Anechiarico; one additional member to be elected.

*Policy Committee on Admission and Financial Aid*
Endy, *ex officio*; Thompson, *ex officio*; Ring, J.; Tobin; Weiss; Rabinowitz, P.

*The Admission Board*
Thompson, *ex officio*; Admission Staff, *ex officio*; Jervis, *ex officio*; Marki; Pokinski; Anechiarico; Cholakian, R.; Potter, E.; Knop; Vaughan.

*Committee on Academic Standing*
Millet, *ex officio*; Jervis, *ex officio*; Paiewonsky-Conde; Bradfield; Tewksbury; Strout.

*Committee on the Library*
Endy, *ex officio*; Stenstrom, *ex officio*; O'Leary, *ex officio*; Tewksbury; Paquette; McCraw.

*Advisory Committee on Student Affairs*
Jervis, *ex officio*; Halley; Paulson; Eaton.

*Vice President's Advisory Committee*
Endy, *ex officio*; O'Leary, *ex officio*; Anderson; O'Neill; Pellman; White.

*Committee on Equal Opportunity*
Bryan, *ex officio*; Rabinowitz, N.; Gentry.

*Faculty Secretary*
Ring, E.

*Trustee Planning Committee*
Bahlke; Bellini-Sharp; Ring, E.

*Trustee Student Affairs Committee*
Richards; Weiss; Hirshfield.

*Trustee Development Committee*
O'Neill; Anechiarico; Lee.

*Alumni Council*
Putala; Miller; one additional member to be named.

The President is an *ex officio* member of all committees, with the exception of the Board of Six.

The Board of Six consists of six members of the Faculty, whose names are held by the Secretary of the Faculty.

## Active

This listing is alphabetical without respect to rank, and the date indicates the year of initial appointment to the Faculty. The letters **F, W**, and **S** following a name indicate terms of leave or off-campus teaching. The lower-case letters, f, w, and s indicate the terms during which visiting faculty members will teach at the College. (The active Faculty includes 45 Professors, 28 Associate Professors, 65 Assistant Professors, and 19 Instructors.)

Jan Ernst Adlmann (1984) fws
*Visiting Instructor in Art; B.A., University of Maine; M.A., New York University*

John Timothy Anderson (1967) **F**
*Samuel F. Pratt Associate Professor of Mathematics; A.B., Hamilton College; Ph.D., Duke University*

Frank Michael Anechiarico (1976)
*Associate Professor of Government; A.B., Hamilton College; A.M. and Ph.D., Indiana University*

Margot Badran (1983) ws
*Jane Watson Irwin Associate Professor of History; B.A., Trinity College; M.A., Syracuse University; M.S., Harvard University; Ph.D., Oxford University*

George Wilbon Bahlke (1969)
*Professor of English; A.B., University of Chicago; A.B., Swarthmore College; A.M., University of Chicago; Ph.D., Yale University*

Edwin Blois Barrett, Jr. (1950)
*Hamilton Alumni Memorial Professor of English and Drama; A.B., Macalester College; A.M., University of Minnesota; Ph.D., Columbia University*

Marjory Baruch (1981)
*Assistant Professor of Mathematics; A.B., University of Chicago; A.M. and Ph.D., University of Pennsylvania*

Gregory Joseph Batt (1948)
*Professor of Physical Education; A.B., Colgate University*

Richard E. Bedient (1979)
*Assistant Professor of Mathematics; B.S., Denison University; A.M., University of Pittsburgh; Ph.D., University of Michigan*

Ursula E. Beitter (1981)
*Assistant Professor of German; A.B., Brooklyn College; A.M. and Ph.D., New York University*

Carol Ann Bellini-Sharp (1973) **S**
*Associate Professor of Theatre; A.B. and A.M., Pennsylvania State University; Ph.D., Carnegie-Mellon University*

Russell Thorn Blackwood III (1957)
*John Stewart Kennedy Professor of Philosophy; A.B., Dartmouth College; A.M., Colgate University; Ph.D., Columbia University*

Terry Dale Blumenthal (1984) fws
*Visiting Instructor in Psychology; B.S., University of Alberta; M.S., University of Florida, Gainesville*

Stephen Bonta (1961)
*Margaret Bundy Scott Professor of Music; A.B., Yale University; A.M., Columbia University; A.M. and Ph.D., Harvard University*

James Bradfield (1976)
*Associate Professor of Economics; A.B., A.M., and Ph.D., University of Rochester*

Thomas E. Brady (1984)
*Professor of Biology; B.A., Beloit College; M.S. and Ph.D., Yale University*

Austin Eugene Briggs, Jr. (1957) **F**
*Professor of English; A.B., Harvard University; A.M. and Ph.D., Columbia University*

O. Stephenson Brooks (1983)
*Instructor in Religion; A.B., William Jewell College; M.Div., Southern Baptist Theological Seminary*

Donna F. Brown (1984) fws
*Visiting Assistant Professor of Biology; B.A., Kalamazoo College; M.S. and Ph.D., University of Wisconsin at Madison*

Fritz Brun (1984)
*Instructor in Theatre and Dance; Candidatus magisterii, University of Copenhagen*

Lewis A. Burkley (1984)
*Assistant Professor of Geology; B.S., Bowling Green State University; M.S. and Ph.D., Case Western Reserve University*

Rand Carter (1970)
*Associate Professor of Art; A.B., Columbia University; M.F.A. and Ph.D., Princeton University*

Daniel F. Chambliss (1981) **FWS**
*Assistant Professor of Sociology; A.B., New College; A.M., M.Phil., and Ph.D., Yale University*

Mary Ellen Childs (1984) f
*Visiting Instructor in Music; B.A., University of Minnesota; M.Mus., University of Illinois*

Patricia Francis Cholakian (1964) fws
*Visiting Assistant Professor of French; A.B., Bates College; A.M., Middlebury College; Doctorat D'Université de Paris*

Rouben Charles Cholakian (1963)
*Professor of Romance Languages; A.B., Bates College; A.M. and Ph.D., Columbia University*

Leland Earl Cratty, Jr. (1958)
*Professor of Chemistry; B.S., Beloit College; Ph.D., Brown University*

James S.A. Cunningham (1968)
*Edward North Professor of Classics; A.M. and B.D., University of Glasgow; B.Litt., University of Oxford; A.M. and Ph.D., Princeton University*

James Bolton Davis (1958) **FWS**
*Burgess Professor of Romance Languages and Director, Junior Year in France; A.B., Williams College; A.M., Middlebury College; Ph.D., University of Pennsylvania*

Michael Davis (1983)
*Instructor in Physical Education; B.A., Idaho State University*

Jean Constance D'Costa (1980) **FWS**
*Associate Professor of English; A.B., University College of the West Indies; M.Litt., University of Oxford*

Donald John Denney (1957)
*Childs Professor of Chemistry; B.S., University of Pennsylvania; Ph.D., Brown University*

Jeffrey Craig Eaton (1978)
*Assistant Professor of Religion and College Chaplain; A.B., Rutgers University; M.Div. and Ph.D., Princeton Theological Seminary*

Theodore J. Eismeier (1978)
*Associate Professor of Government and Director, Public Policy Center; A.B., Dartmouth College; M.Phil. and Ph.D., Yale University*

John Francis Ellis (1959)
*Professor of Biology; A.B. and A.M., Amherst College; Ph.D., University of Edinburgh*

Melvin Becker Endy, Jr. (1966)
*Professor of Religion and Dean of the College; A.B., Princeton University; B.D., Yale University Divinity School; A.M. and Ph.D., Yale University*

Jerry M. Evensky (1984) fws
*Visiting Instructor in Economics; B.A., Washington University; M.Ed. and M.A., University of Missouri-St. Louis*

David A. Gapp (1979)
*Assistant Professor of Biology; B.S. and A.M., College of William and Mary; Ph.D., Boston University*

Margaret Gentry (1982)
*Assistant Professor of Psychology; A.B., Duke University; Ph.D., Washington University*

Deborah J. Gerner (1983)
*Assistant Professor of Government; B.A., Earlham College; M.A. and Ph.D., Northwestern University*

Amy Herstein Gervasio (1982)
*Assistant Professor of Psychology; A.B., University of California at Santa Cruz; A.M. and Ph.D., Ohio State University*

George Albert Gescheider (1964) **WS**
*Professor of Psychology; B.S., Denison University; M.S., Tulane University; Ph.D., University of Virginia*

Dennis L. Gilbert (1975)
*Associate Professor of Sociology; A.B., University of California at Berkeley; A.M., University of Oregon; Ph.D., Cornell University*

Philip Grady (1983)
*Assistant Professor of Physical Education; B.S., Norwich University; M.S., Albany State University*

David J. Gray (1969)
*Professor of Sociology; A.B., A.M., and Ph.D., Pennsylvania State University*

Royal Grueneich (1979) **FW**
*Assistant Professor of Psychology; A.B., Concordia College; Ph.D., University of Minnesota*

Janet Elizabeth Halley (1980)
*Assistant Professor of English; A.B., Princeton University; Ph.D., University of California at Los Angeles*

Susan A. Hanson (1983)
*Assistant Professor of French; B.A., San Diego State University; M.A., University of California at Irvine; Ph.D., The Johns Hopkins University*

Douglas James Herrmann (1973)
*Professor of Psychology; B.S., U.S. Naval Academy; M.S. and Ph.D., University of Delaware*

Madonna J. Hettinger (1983)
*Instructor in History; B.A., St. Francis College; M.A., Indiana University*

Stuart H. Hirshfield (1982)
*Assistant Professor of Mathematics; B.S., University of Michigan; M.S. and Ph.D., Syracuse University*

Robert G. Hopkins (1983)
*Assistant Professor of Music; B.A., Oberlin College; M.A. and Ph.D., University of Pennsylvania*

Mary Paula Hunter (1981)
*Assistant Professor of Dance; A.B. and M.F.A., University of Michigan*

Christopher T. Irvin (1981)
*Assistant Professor of Economics; A.B., Wesleyan University; A.M. and Ph.D., University of Michigan*

Elizabeth J. Jensen (1983)
*Assistant Professor of Economics; B.A., Swarthmore College; Ph.D., Massachusetts Institute of Technology*

Jane L. Jervis (1982)
*Associate Professor of History and Dean of Students; A.B., Radcliffe College; M.A., M.Phil., and Ph.D., Yale University*

Derek Charles Jones (1972) **FWS**
*Professor of Economics; A.B., University of Newcastle upon Tyne; M.Sc., London School of Economics; A.M. and Ph.D., Cornell University*

Grant D. Jones (1968)
*Professor of Anthropology; A.B., Florida State University; A.M. and Ph.D., Brandeis University*

Esther Sue Kanipe (1976)
*Associate Professor of History; A.B., University of North Carolina at Greensboro; A.M. and Ph.D., University of Wisconsin*

Hamid S. Kasmai (1982)
*Assistant Professor of Chemistry; B.S., Teacher's College, Tehran; Ph.D., University of Wisconsin*

Alfred H. Kelly (1981)
*Assistant Professor of History; A.B., University of Chicago; A.M. and Ph.D., University of Wisconsin at Madison*

Timothy J. Kelly (1982) WS
*Visiting Instructor in Mathematics; A.B., University of Scranton; A.M., Stanford University; M.S., University of New Hampshire*

Roset Khosropour (1982)
*Assistant Professor of Physics; B.S., Howard University; M.S. and Ph.D., University of California at Los Angeles*

Robin Bryan Kinnel (1966)
*Professor of Chemistry; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology*

Christopher Klisz (1984)
*Assistant Professor of Economics; B.A., M.A., and Ph.D., Wayne State University*

Larry Edward Knop (1977) **WS**
*Associate Professor of Mathematics; B.S., University of Washington; M.S., University of Miami; Ph.D., University of Utah*

Geraldine S. Knortz (1982)
*Assistant Professor of Physical Education and Assistant Director of Athletics/Clubs and Women's Athletics; B.S., State University of New York at Cortland; M.S., Northern Illinois University*

G. Roberts Kolb (1981)
*Assistant Professor of Music; A.B., Occidental College; A.M., California State University*

Roberta Lyles Krueger (1980) **FWS**
*Assistant Professor of French; A.B., Wesleyan University; A.M. and Ph.D., University of California at Santa Cruz*

Stuart M. Kurland (1984) fws
*Visiting Assistant Professor of English; A.B., Dartmouth College; M.A. and Ph.D., University of Chicago*

David W. Larson (1982)
*Instructor in Geology; B.S., University of Illinois; M.S., University of Wisconsin*

Edwin Borden Lee, Jr. (1958)
*Marjorie and Robert W. McEwen Professor of History; A.B., Duke University; A.M. and Ph.D., Columbia University*

George O. Liber (1984) fws
*Visiting Instructor in History; B.A., Indiana University; M.A., Harvard University; M.Phil., Columbia University*

Steven Liebman (1971)
*Associate Professor of Art; A.B., Brooklyn College; M.F.A., Rhode Island School of Design*

Dwight Newton Lindley (1952)
*Hamilton B. Tompkins Professor of English Literature; A.B., Hamilton College; A.M. and Ph.D., Columbia University*

Eugene Milton Long (1953)
*Professor of Physical Education and Director of Intramural Athletics; B.S. and M.S., State University of New York at Cortland*

Anne L. Ludington (1975)
*Associate Professor of Mathematics; B.S., Wheaton College; M.S. and Ph.D., Michigan State University*

Joseph T. Malloy (1982) fws
*Visiting Instructor in German; A.B. and A.M., State University of New York at Binghamton*

Pat A. Manfredi (1984)
*Assistant Professor of Philosophy; B.A., Wheaton College; Ph.D., University of Notre Dame*

Mary Margolies (1982)
*Assistant Professor of Classics; A.B., Mt. Holyoke College; A.M., University of Chicago; Ph.D., University of Colorado*

Ivan Marki (1965)
*Professor of English; A.B., University of Alberta; A.M. and Ph.D., Columbia University*

Michael Mastanduno (1983)
*Instructor in Government; B.A., State University of New York at Albany; M.A., Princeton University*

James McAdams (1983)
*Assistant Professor of Government; B.A., Earlham College; M.A. and Ph.D., University of California at Berkeley*

Rebecca J. McCraw (1982)
*Assistant Professor of Physics; A.B., Carleton College; Ph.D., Indiana University*

Sean McDonnell (1984)
*Visiting Instructor in Physical Education; B.S., University of New Hampshire*

John C. McEnroe (1983)
*Assistant Professor of Art; B.A., Michigan State University; M.A., University of Michigan; Ph.D., University of Toronto*

Irene McKinney (1982)
*Assistant Professor of English; A.B., West Virginia Wesleyan College; A.M., West Virginia University; Ph.D., University of Utah*

Jeremy Tyler Medina (1968) **FW**
*Professor of Spanish and Director, Academic Year in Spain; A.B., Princeton University; A.M., Middlebury College; Ph.D., University of Pennsylvania*

David Richard Millar (1963)
*Professor of History; A.B. and A.M., George Washington University; Ph.D., Cornell University*

Sue Ann Miller (1975)
*Associate Professor of Biology; A.B., A.M., and Ph.D., University of Colorado*

Peter J. Millet (1968)
*Litchfield Professor of Physics, Associate Dean of the College and Associate Dean of Students; B.S., Rensselaer Polytechnic Institute; M.S. and Ph.D., Syracuse University*

Robert Bruce Muirhead III (1972)
*Professor of Art; B.F.A., Rhode Island School of Design; M.F.A., Boston University School of Fine Arts*

Thomas Edward Murphy (1970)
*Professor of Physical Education and Director of Athletics; B.S. and M.Ed., Springfield College*

Leslie Norton (1984) fws
*Visiting Assistant Professor of Dance; B.A., Butler University; M.A., Indiana University*

John C. O'Neal (1984)
*Assistant Professor of French; B.A., Washington and Lee University; M.A., Middlebury College; Ph.D., University of California, Los Angeles*

John Higbee O'Neill (1972)
*Professor of English; B.S., Wisconsin State College; A.M. and Ph.D., University of Minnesota*

Edgar Paiewonsky-Conde (1979) **WS**
*Assistant Professor of Spanish; A.B., A.M., and Ph.D., New York University*

Robert C. Palusky (1969)
*Associate Professor of Art; B.F.A. and A.M., University of Wisconsin; M.F.A., Rochester Institute of Technology, School for American Craftsmen*

Robert L. Paquette (1981)
*Assistant Professor of History; A.B. and A.M., Bowling Green University; Ph.D., University of Rochester*

David C. Paris (1979)
*Associate Professor of Government; A.B., Hamilton College; A.M. and Ph.D., Syracuse University*

A.B. Paulson (1981)
*Assistant Professor of English; A.B. and A.M., University of Chicago; Ph.D., State University of New York at Buffalo*

Philip M. Pearle (1969)
*Professor of Physics; B.S., M.S., and Ph.D., Massachusetts Institute of Technology*

Samuel Frank Pellman (1979) **FW**
*Assistant Professor of Music; B.Mus., Miami University; A.M. and D.M.A., Cornell University*

Jeffrey Lawrence Pliskin (1982)
*Instructor in Economics; A.B., State University of New York at Binghamton; A.M., University of Michigan*

Deborah Frances Pokinski (1978) **FWS**
*Assistant Professor of Art; A.B., Randolph-Macon Women's College; A.M. and Ph.D., Cornell University*

Donald Brandreth Potter (1954)
*Stone Professor of Geology; A.B., Williams College; A.M., Brown University; Ph.D., California Institute of Technology*

Elizabeth Faye Potter (1976)
*Associate Professor of Philosophy; A.B., Agnes Scott College; A.M. and Ph.D., Rice University*

Eugene Charles Putala (1968)
*Professor of Biology; B.S. and M.S., University of Massachusetts; Ph.D., University of California at Berkeley*

Nancy Sorkin Rabinowitz (1974)
*Associate Professor of Comparative Literature; A.B., City College of the University of New York; Ph.D., University of Chicago*

Peter Jacob Rabinowitz (1974)
*Associate Professor of Comparative Literature; A.B., A.M., and Ph.D., University of Chicago*

Bennett H. Ramsey (1984) fws
*Visiting Instructor in Religion; A.B., Hamilton College; M.Div. and M.Phil., Union Theological Seminary*

Heidi Ravven (1983)
*Assistant Professor of Religion and Advisor to the Hillel Society; B.A., M.A., and Ph.D., Brandeis University*

Douglas A. Raybeck (1970)
*Professor of Anthropology; A.B., Dartmouth College; Ph.D., Cornell University*

Richard W. Redding (1983)
*Assistant Professor of Anthropology; A.B. and Ph.D., University of Michigan*

C. Duncan Rice (1979) **FWS**
*Professor of History; A.M., University of Aberdeen; Ph.D., University of Edinburgh*

Daniel J. Richards (1980) **F**
*Assistant Professor of Economics; A.B., Oberlin College; A.M., M.Phil., and Ph.D., Yale University*

E. Michael Richards (1984)
*Assistant Professor of Music; B.M., New England Conservatory of Music; M.M., Yale University; M.A., Smith College; Ph.D., University of California, San Diego*

Elizabeth Muir Ring (1968)
*Assistant Professor of Philosophy; A.B. and A.M., University of Manitoba; Ph.D., Brown University*

James Walter Ring (1957)
*Winslow Professor of Physics; A.B., Hamilton College; Ph.D., University of Rochester*

William Rosenfeld (1969)
*Professor of English; A.B., Utica College; A.M. and Ph.D., University of Minnesota*

Carol S. Rupprecht (1974)
*Associate Professor of Comparative Literature; B.S., University of Virginia; A.M., M.Phil., and Ph.D., Yale University*

Joseph S. Rusnock (1979)
*Assistant Professor of Theatre; A.B., The Pennsylvania State University; M.F.A., University of Minnesota*

Henry John Rutz (1976)
*Associate Professor of Anthropology; A.B., Lawrence University; A.M., University of Hawaii; Ph.D., McGill University*

Gregory M. Sadlek (1984) fws
*Assistant Professor of English; B.A., Quincy College; M.A., Eastern Illinois University; Ph.D., Northern Illinois University*

William Salzillo (1973)
*Associate Professor of Art; A.B., Middlebury College; B.F.A., Rhode Island School of Design; M.F.A., Cranbrook Academy of Art*

Arthur Sanders (1982)
*Assistant Professor of Government and Director, Term in Washington; A.B., Franklin and Marshall College; Ph.D., Harvard University*

Janice A. Savitz (1980)
*Assistant Professor of Physical Education; B.S., State University College at Brockport; M.S., Ithaca College*

Matthew I. Schneirov (1984) fws
*Visiting Instructor in Sociology; B.A. and M.A., University of Pittsburgh*

Michael John Schramm (1982)
*Assistant Professor of Mathematics; B.S., Georgia Institute of Technology; M.S. and Ph.D., Syracuse University*

Franklin A. Sciacca (1984)
*Assistant Professor of Russian; B.A., M.A., and Ph.D., Columbia University*

Stanley E. Seltzer (1981)
*Assistant Professor of Mathematics; A.B., Carleton College; Ph.D., University of Iowa*

Robert L. Simon (1968)
*William R. Kenan, Jr. Professor of Philosophy; A.B., Lafayette College; Ph.D., University of Pennsylvania*

Richard Francis Somer (1977)
*Associate Professor of Speech; A.B., University of Illinois; A.M., Southern Illinois University; Ph.D., University of Illinois*

Susan L. Spencer (1975)
*Assistant Professor of Physical Education; A.B. and M.S., Syracuse University*

Nancy Saporta Sternbach (1984) fws
*Visiting Assistant Professor of Spanish; B.A., University of Wisconsin at Madison; M.A., Middlebury College; Ph.D., University of Arizona*

Stephen P. Stetson (1982)
*Assistant Professor of Physical Education; A.B., Dartmouth College*

Nathaniel Cushing Strout (1980)
*Assistant Professor of English; A.B., Carleton College; A.M. and Ph.D., University of Rochester*

Donna M. Summerfield (1984)
*Assistant Professor of Philosophy; B.A., Wheaton College; Ph.D., University of Notre Dame*

Richard Peter Suttmeier (1970)
*Henry Bristol Professor of International Affairs; A.B., Dartmouth College; Ph.D., Indiana University*

Santiago Tejerina-Canal (1984)
*Instructor in Spanish; Bachiller-Preu, Colegio Sdo. Corazon, PP. Jesuitas, Leon, Spain; Licenciatura, Filosofia y Letras, Universidad Central de Barcelona*

Barbara J. Tewksbury (1978)
*Assistant Professor of Geology; B.S., St. Lawrence University; M.S. and Ph.D., University of Colorado*

David W. Thompson (1983)
*Instructor in Physical Education; A.B., Colgate University*

Eugene M. Tobin (1980) **WS**
*Associate Professor of History; A.B., Rutgers University; A.M. and Ph.D., Brandeis University*

Jonathan Vaughan (1971)
*Professor of Psychology; A.B., Swarthmore College; A.M. and Ph.D., Brown University*

Victoria Vernon-Nakagawa (1983)
*Assistant Professor of Comparative Literature; B.A., California State University at Long Beach; M.A., University of Southern California; Ph.D., University of California at Berkeley*

Manfred E. von Schiller (1959)
*Professor of Physical Education; B.S., State University of New York at Brockport; A.M., St. Lawrence University*

Frederick Reese Wagner (1969)
*Leavenworth Professor of English; A.B., A.M., and Ph.D., Duke University*

Kenneth Wagner (1983)
*Assistant Professor of Sociology; B.A., Wittenberg University; M.A. and Ph.D., University of Pittsburgh*

Sydna Stern Weiss (1974)
*Associate Professor of German; A.B., Vassar College; A.M., Middlebury College; A.M. and Ph.D., Princeton University*

Douglas Alexander Weldon (1977)
*Associate Professor of Psychology; A.B., College of Wooster; A.M. Towson State University; Ph.D., State University of New York at Buffalo*

Abby H. P. Werlock (1984) fws
*Visiting Assistant Professor of English; B.A. and M.A., American University; Ph.D., University of Sussex*

Richard William Werner (1975)
*Associate Professor of Philosophy; A.B., Rutgers University; A.M. and Ph.D., University of Rochester*

Sidney Wertimer, Jr. (1952)
*Professor of Economics and College Marshal; B.S., University of Pennsylvania; A.M., University of Buffalo; Ph.D., London School of Economics*

James Robert White (1982)
*Assistant Professor of Economics; A.B., University of California at Berkeley; A.M., M.Phil., and Ph.D., Columbia University*

Ernest H. Williams (1984)
*Assistant Professor of Biology; B.S., Trinity College; M.A. and Ph.D., Princeton University*

Jay Gomer Williams (1960)
*Walcott-Bartlett Professor of Ethics and Christian Evidences; A.B., Hamilton College; M.Div. Union Theological Seminary; Ph.D., Columbia University*

Warren Earl Wright (1960)
*Upson Professor of Rhetoric and Oratory; A.B. and A.M., Emerson College; Ph.D., University of Illinois*

## Special Appointments

Thomas D. Ashcraft
*Lecturer in Art; A.B., University of South Florida; M.F.A., Indiana University*

*Stephen Best*
*Lecturer in Music (Organ and Piano); A.B. and M.Mus., Syracuse University*

John P. Croghan
*Newman Chaplain; B.A., Wadhams Hall Seminary College; M.Div., St. Bernard's Seminary*

Norma Cutler
*Laboratory Assistant in Biology; B.S., Wayne State University; A.B., Utica College*

Charles W. England
*Lecturer in Music (Director, Brass Choir); B.M.E., Augustana College; M.Mus., Yale University School of Music*

John Flaver
*Lecturer in Music (Director, Woodwind Ensembles)*

Mary Armistead Jones
*Lecturer in Music (Piano); M.Mus., Florida State University*

Lauralyn Kolb
*Lecturer in Music (Voice); A.B., Occidental College; A.M., Smith College*

April Kuhr
*Lecturer in Dance; B.M., Pacific Lutheran University; M.Mus., Eastman School of Music*

Raymond Larzalere
*Lecturer in Music (Voice)*

Scott MacDonald
*Lecturer in Art; B.A., DePauw University; M.A. and Ph.D., University of Florida*

Delia Molesky
*Lecturer in Dance; Royal Academy of Dance*

Don T. Muilenberg
*Lecturer in Psychology; A.B. and A.M., University of Iowa; A.M. and Ph.D., University of Missouri*

Colleen Roberts Pellman
*Lecturer in Music (Piano); B.Mus., Miami University; M.Mus., Ithaca College*

Jaak Rakfeldt
*Lecturer in Sociology; B.A., State University of New York at Geneseo; M.Phil. and Ph.D., Syracuse University*

Joyce Mochizuki Ucci
*Lecturer in Music (Piano); B.Mus., University of Redlands; M.Mus., Yale University*

John A. von Bergen
*Lecturer in Art; A.B., Hamilton College; M.F.A., Pratt Institute*

Hermine Weigel Williams
*Lecturer in Religion; A.B. and A.M., Vassar College; Ph.D., Columbia University*

## Athletic Coaches

Gregory Joseph Batt
*Head Coach, Men's and Women's Tennis and Men's Squash; A.B., Colgate University*

Michael Davis
*Head Coach, Baseball; Assistant Coach, Football; B.S., Idaho State University*

Philip Grady
*Head Coach, Men's Ice Hockey; Assistant Coach, Women's Lacrosse; B.S., Norwich University; M.S., Albany State University*

Geraldine S. Knortz
*Head Coach, Women's Volleyball and Softball; Director of Club Sports; B.S., State University of New York at Cortland; M.S., Northern Illinois University*

Eugene Milton Long
*Head Coach, Indoor Track, Men's Outdoor Track, and Men's and Women's Cross Country; B.S. and M.S., State University of New York at Cortland*

Sean McDonnell
*Assistant Coach, Football and Track; B.S., University of New Hampshire*

Thomas Edward Murphy
*Head Coach, Men's Basketball; B.S. and M.Ed., Springfield College*

Alvan L. Nickerson, Jr.
*Head Athletic Trainer and Golf Coach; B.S., University of Massachusetts; M.S., Central Connecticut State College*

Janice A. Savitz
*Head Coach, Women's Soccer, Basketball, and Track; B.S., State University of New York at Brockport; M.S., Ithaca College*

Susan L. Spencer
*Head Coach, Women's Field Hockey and Lacrosse; A.B. and M.S., Syracuse University*

Stephen P. Stetson
*Head Coach, Football; A.B., Dartmouth College*

David Thompson
*Head Coach, Men's and Women's Swimming; Assistant Coach, Soccer; A.B., Colgate University*

Manfred E. von Schiller
*Head Coach, Men's Soccer and Lacrosse; B.S., State University of New York at Brockport; A.M., St. Lawrence University*

Sharon West
*Assistant Trainer; B.S., Lock Haven State College; M.S., East Carolina University*

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# Officers and Administration

## Officers of the College

J. Martin Carovano, *President*
*A.B., Pomona College; A.M. and Ph.D., University of California at Berkeley; LL.D., Hamilton College; LL.D., Pomona College*

Daniel J. O'Leary, *Vice President, Administration and Finance*
*A.B., St. John's University; M.B.A., Fairleigh Dickinson University*

Melvin B. Endy, Jr., *Dean of the College*
*B.A., Princeton University; B.D., M.A. and Ph.D., Yale University*

Joseph F. Anderson, *Vice President, Communications and Development*
*A.B., Hamilton College*

Jane L. Jervis, *Dean of Students*
*A.B., Radcliffe College; M.A., M.Phil., and Ph.D., Yale University*

Douglas C. Thompson, *Dean of Admission*
*B.S., Swarthmore College*

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Susan Bryan, B.A., *Assistant to the President*

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William E. Colangelo, M.S., *Controller*
Arthur G. Jewett, B.S., *Director, Physical Plant*
Robert J. Fauss, Jr., *Assistant Director, Physical Plant*
David L. Smallen, Ph.D., *Director, Computer Center*
Marjorie Ives, A.A.S., *Systems Analyst, Administrative Services*
Frank E. Price, Ph.D., *Coordinator of Academic Computing*
Sarah G. Steele, B.S., *Director, Personnel*
Andrew W. Wertz, M.Ed., *Director, the William M. Bristol Campus Center*
Richard Weinberg, Ph.D., *Director, Special Programs*
David A. Cannamela, *Manager, College Store*

## Office of the Dean of the College

Jennifer Potter Hayes, A.B., *Registrar*
C. Christine Johnson, B.S., *Director, Higher Education Opportunity Program*
Mary Beth Barth, M.A., *Director, Critical Languages Program*

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Peter J. Millet, Ph.D., *Associate Dean of the College and Associate Dean of Students*
Irma Rosenfeld, M.A., *Assistant Dean of Students*
Mary L. Detweiler, M.Ed., *Assistant Dean of Students*
Andrew W. Wertz, M.Ed., *Director, Student Activities*
Jeffrey C. Eaton, Ph.D., *Chaplain*
Gene A. Roche, A.B., *Director, Maurice Horowitch Career Center*
Dawn R. Chase, A.B., *Assistant Director, Maurice Horowitch Career Center*

### The Thomas Brown Rudd Health Center

Andrea L. Brand, M.D., *Medical Director*
George E. Miller, M.D., *Physician*
Don T. Muilenberg, Ph.D., *Clinical Psychologist*
Jan P. Fisher, M.A., *Psychological Counselor*
Alvan L. Nickerson, Jr., M.S., *Head Trainer*
Sharon West, M.S., *Assistant Trainer*

### The Daniel Burke Library

Ralph H. Stenstrom, Ph.D., *Librarian*
Randall L. Ericson, M.L.S., *Director of Technical Services and Acting Director of Audiovisual Services*
Frances Maloy, M.L.S., *Director of Public Services*
Margaret Hurley, Ph.D., *Cataloguer*
Frank K. Lorenz, M.L.S., *Curator of Special Collections*
Kathryn Stenstrom, M.L.S., *Music Record Librarian*
Lynn M. Mayo, M.L.S., *Reference Librarian/Bibliographic Instruction*
Lori L. Esworthy, M.S., *Reference Librarian/Online Search Services*
Elizabeth Hundert, M.L.S., *Circulation/Reference Librarian*
Mary Beth Barth, M.A., *Audiovisual Assistant*

## Office of Admission

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Lora M. Schilder, M.A., *Associate Dean of Admission*
Leslie B. North, A.B., *Assistant Dean of Admission and Director, Hamilton Horizons Programs*
Susan Sutherland, B.A., *Assistant Dean of Admission*
Scott Born, A.B., *Assistant Dean of Admission*
Margot S. Gibson, B.A., *Assistant Dean of Admission*
Jonathan C. Magruder, A.B., *Assistant Dean of Admission*

## Office of Communications and Development

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Frank K. Lorenz, M.L.S., *Editor, College Publications*
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Julia Fagan, A.B., *Assistant Director of Development/Assistant Manager of Area Campaigns*
Nancy J. Doolittle, Ph.D., *Assistant Director of Communications and Development/Printing and Publications*
Hollis S. Kehoe, A.B., *Assistant Director of Alumni Affairs*
Julie A. North, A.B., *Assistant Director of Development*
John M. Webber, A.B., *Assistant Director of Communications*

HAMILTON
COLLEGE
COMMENCEMENT

# 1984 Degrees in Course

The following symbols are used to indicate graduation with honors—Phi Beta Kappa*, Sigma Xi†

## Bachelor of Arts

**Summa Cum Laude**
James Joseph Agostinello*
Constantine Alec Dana*
Molly Merchant DeShong*
Matthew Thayer Fremont-Smith*
Patricia Judith Galloway*
Scott James Gwara*
Tracy J. Holmes*
Jonathan Knight Ivins*†
Michele Renée Lauria*
Lena Christina Magnusson*
Sara Jane Miller*
Eric Steven Minkin*
Rebecca Lupe Owen*
Stephen James Rapiejko*
Heidi Hochstrasser Rockwell*
Andrew Buckley Rosenfeld*
Julia Lamson Ross*
Bernard Scozzafava*
Bradley Frisch Sklar*
Ralph Eugene Whitman, Jr.*
Eldonna Sprankle Wing*

**Magna Cum Laude**
Robin Mae Barrett*
Mark Robert Behringer
Suzanne Lee Belles
Lorna Jeanne Boyer*
Hugh Patrick Brady
Laurie Ann Capponi
David Davis*
Karalyn DeLuca*
Donna Devaul
Janet E. Donoghue
Gary Charles Edelman
William Starr Gaden II
Bruce Jay Goldstone
David Charles Goodrich
Thomas George Griggs*
Lisa Marie King
Alexander Hal Lewis*
Gregory Dirk Lombardi
Randi Elyse Lowitt*
Paolo Renzo Luzzatti*
Vincent Stephen Maddi
Lisa Eileen Mason*
Bettina Ruth Mayer*
Jonathan David Miller
Susan Mary Muchmore*
Robert William Muilenburg II
Andrew Simon Nottman
Laura Whitney Orth
James Alan Perley, Jr.*
Serafin Piñol Roma*†
John Sanders Pruitt
Jane Emily Rindsberg
Constance Varney Ring
William Heysham Sayre VI
Adam Louis Seidner
Lynne R. Siqueland
John Joseph Stahl*
Wendy Sue Suslak*
Albert Edward Tarleton III
Kathryn Jane Tegtmeyer
Karen Lisa Weissman

**Cum Laude**
Svea Barrett
Kathryn Lynn Bauer
Frank Michael Bifulco
William H. Brower III
Steven Peter Chase
Dean Michael Cinkala
Rebecca Drake Coles
Julia Keyes Cowles
George Linn Davis, Jr.
Richard Daniel Fallis
Thomas Michael Finn
Andrew Scott Friedmann
Cynthia Louise Gadziala
David William Gordon
Stephen Ten Broeck Graham
Albert David Hitchcock
Tamara Marie Kaplan
Hollis Susan Kehoe
Julia Ann Klein

Paula Marie Lisick
Justin Gregory Lowe
Katharine Gans Lynch
Lisa Anne Marcy
Lisa Mary McCauley
Michael Herbert McGuire
Jean Marie McMahon
Gregory Bradford Meyer
John Christopher Muran
Julie Ann North
Anne Arlington Oplinger
Joan Mary Randolph
Susan Todd Ruef
Mark Gerard Russoniello
Kenneth Vincent Siegert
Theresa Marie Sink
Susan Marie Stedfast
William Maynard Stein
Kathleen Stewart
Carolyn Jean Wilt
Lisa Jean Woodlock
Mark David Zuckerman

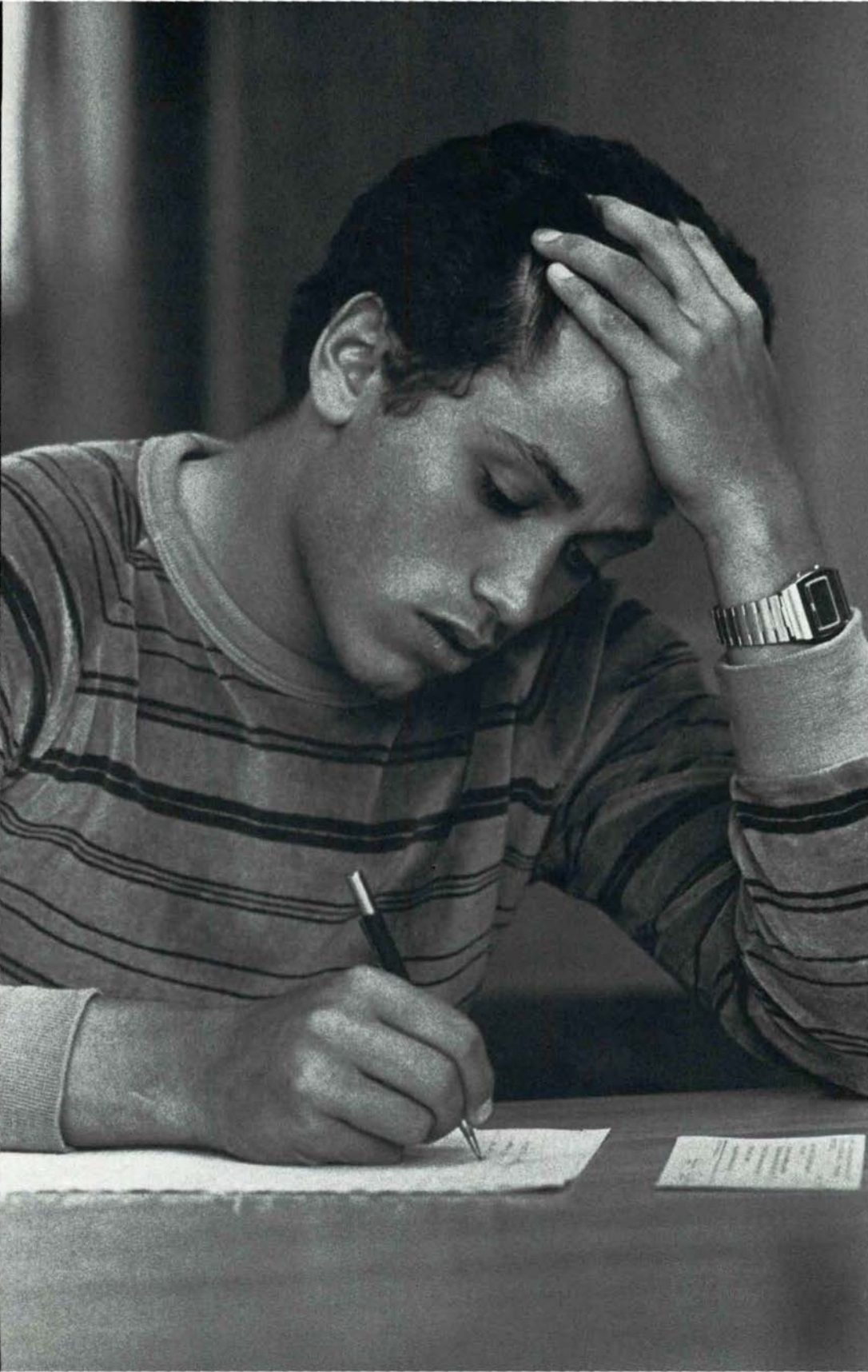
Jennifer Ann Ablard
Elizabeth Ann Ackerman
Sally Forgash Adelstein
Chereh Augustine Adomah
Elizabeth Ann Allport
Resa Dee Alvord
Salvatore Carmen Angotti
Eugene William Arcand
Ellen Lee Archer
Larry Alfonso Arias
Andrew Tyson Arnedt
Linda Diane Arnold
Wesley Scott Ashton
Stephen Albert Athans
Martha Lee Backiel
Elizabeth Gunn Bacot
Marian Eileen Baldwin
Elizabeth Atwood Barlow
Janet Barna
Michael Edward Barry
Stephen Andrew Bean
Ann Harris Beatty
Ian Andrew Clarke Beckford
John Emerson Beckwith
Melissa Claire Bedolis
Kenneth John Berkes
Nancy Gail Bernard
Mark William Bixby
David John Bonzerato
Dean George Bornstein
Michael John Boyd
Kathleen Sarah Bradley
Mary Elizabeth Brazill
Julie Hart Brenner
Sonya Jeanne Brouner
Christopher Woodrow Brown
Edward Allen Brown
Douglas Clark Bugbee
John Barnet Burde
Steven Thomas Burnett
Edward Rhett Butler
Katherine Ingle Calkins
Mary Ellyn Cannizzaro
Peter Ramsey Carr
Michel Pierre Cassier
David Thomas Casullo
Robert Bell Chamberlin
Nadine Marie Chanatry
Paul Joseph Clauss
Gina Clemente
Joshua Peter Cohn
David James Coleman
James Gregory Collins
Tracy Anne Conboy
Richard Elliott Conklin
Robert Dalton Constable II
Amelia Ann Cooper
David Donald Coughanowr
Christopher H. Craig
Daniel John Crofton
Carla Anna Crosby
Raymond Tracy Cushmore
Rebecca Anne Dame
Thomas Brownell Danforth
Robin Wright Davis
Debra Michelle Dawson
Brian William Day
Michael Vincent DeGaetano
Audrey L. Dickau
Michael Adam Diebus
Eric Carmelo DiMiceli
David Dirvin
Jill Elizabeth Doonan
Richard Kevin Dreizen
Monique Elizabeth DuBois

Joseph Roy Duffus
Edward Lawrence DuPré
Anne Virginia Durgin
Monica Agnes Durr
Lucy Eldridge
Michael Jonathan Elkins
Afshin Emadi
Sharon English
Anne Rebecca Epstein
Erick Norman Erickson
Alexander Edward Fava, Jr.
Elizabeth Townsend Finegan
Barbara Ann Fiorillo
William Joseph Fitzgerald
Amy Elizabeth Fleming
James Edwin Fleming
Kevin John Flynn
Stephen Foley
James Woodford Fornshell
Susan Kent Foster
Kimberley Suzanne Fox
Anne Louise Foxen
David Paul Franz
Debra Ann Freeman
Susan Hilary Frey
James Donald Furman III
Daniel Richard García
Kevin Vincent Garvin
John Joseph Gevinski
Joseph Anthony Gigliotti
Paul Gambal Gillespie
Marsha Marie Glezen
Eric D. Goller
Elizabeth Sydney Graham
Charles Paulson Graves III
Clark McCauley Greene
Candace Kay Groskreutz
Christine Ann Grygiel
Elizabeth Ann Hagerty
Anthony George Hallak
Robert Brewster Hamill
Tracy Stratton Hamlin
Curtis Brian Hane
Susan Jane Harris
Victoria Ann Harris
Nona M. Hart
Tyler Clayton Hathaway
Patricia Held
Melissa Chapin Higley
J. W. Hillenbrand
Kim Eileen Honor
Timothy Balch Hopkins
Robertson Redfield Howe
Eric Curt Huber
David Hans Janssen
Victoria L. Jeffris
Christian Eric Johansson
Carol Johnston
Peter Marshall Jones
Todd Edwin Jones
Janet Beth Kalish
Glenn Douglas Kassman
Linda Lee Katzin
Ellen Jo Kaufman
Susan Helen Kaufmann
Robert Michael Keane, Jr.
Mary Agnes Kelly
John Eric Kiffel
Elizabeth Anne Kimber
Cameron Winfield Knight
Michael Anthony Knoerzer
Jeffrey Bernard Koehne
John David Kokonis
Miranda Pierce Kolbe
Garret Morrill Kramer
Michael Lawrence Kuhn
Ronald Scott Kupetz
Dell Ann Langlois
Lori Marie LaSalle
Amy Lauer
Matthew Whitney Lechner
Alison Mari Lemeshow
James Raymond Lent
Michael Christopher Lent
James Gordon Lesser
Alexander Nicholas Levay
Kristin Hilda Lindfors
Alec Michael Lipkind
Robert James Lucas
Janet Baxter King MacDonald
Sarah Perkins Macomber
Cecilia Elizabeth Madigan
Sharon Denise Madison
Frank Bell Magill, Jr.
Jonathan Carl Magruder
Jacqueline Margaret Maloy
Mark Michael Mancuso
Jeanine Helena Marie

David Maurice Marks
Michael Craig Marta
Burrous Judson Martin
Donal Fox Mastrangelo
Cynthia Anne Maybeck
Helen Louise McGee
John Joseph McHugh, Jr.
Michael Richmond McLaughlin
Maureen Ignatia Meharg
Lisa Jean Messersmith
James Warrin Meyers
Charles Francis Xavier Mierswa
Andrew Campbell Miller
James Francis Miller
Michael Seth Millman
Natalie B. Miner
Audrey Shantel Moore
Robert Scott Moore
Scott David Moore
Christopher James Moran
Howard DeWitt Morgan
Victor Nicholas Morganthaler
Ronald Scott Mornelli
Astrid C. Munte
Alicia Mary Murray
Corinne Christine Nau
Howard Scott Nelson
Caroline Jill Nieuwenhuis
Gary Marshall Noke
Carl Francis Norbeck
Karen Margaret Oberthal
Kathleen Anne O'Connor
Tamlyn Ann Ogden
Charles Michael Ouslander
Robert Edward Paganelli
Kathryn Louise Parker
John Adriance Pastore
Frederick William Pearce
Laura Rose Pearle
Marina Andrée Perret
Carol Diane Peterson
David Henry Peterson
Charlotte McRae Petrey
Dean Leon Pierce
Jeffrey Morrow Pollock
Benjamin Carey Poole
Montgomery Gerrans Pooley
Kathryn Puleston
Judith Ann Rapiejko
Patrick Joseph Raycraft
Randall James Raymond
Robert Franklin Reed
Samuel Dana Reiter
James William Rest
John Stephen Reynolds, Jr.
Joseph Anthony Ricci
Andrew James Ring
Raymond Joseph Rizzo
John Marshall Robards
Marc Louis Robinson
Alicia Pallerols Rodriguez
Paul Martin Romano
Daniel J. Rose
Daniel Max Rosenthal
Julia Anne Roth
Suzanne Marie Rousseau
Mary Kathryn Rozell
Devereux Leah Rudd
Kelvin Orlando Ruiz
Margaret Anne Ruth
Megan Patricia Ryan
Preston Richard Sample
Gregg Edward Sandreuter
Allyson Beth Sass
Alan William Schmiedicker
Thomas Barron Schoder
Christopher Allan Schubert
Andrea Schwartz
Margie Ann Schwartz
Jon-Marc Seimon
George Alan Shaler
Laura Beth Shoifet
Kent David Sinson
Daniel Martin Sixsmith
Pamela Skripak
Alfred Edwards Slanetz
Paul Frederick Slater
Cassaundra Yvette Smith
Sheila Marie Smith
Peter Greene Snyder
Alan Robert Sofen
Beth Ann Softness
David Michael Solomon
Shubert Kullen Somer
Andrew James Spence
Joan Robin Spindel
Teresa Anne Stasio
Jennifer St. Clair

Johnnie Cleotis Steffy
Lee Steven Stettner
Katherine Howard Stewart
Thomas Carpenter Stewart II
Anna Lyman Stookey
Jennifer Howland Strawbridge
Brian Joseph Sullivan
Joseph Charles Sullivan
Thomas James Sweeney
Robert Michael Tabone
Steven Mitchell Tager
Dewey James Thom
Andrew Chichester Thomas
Kate M. Thomes
Elizabeth Anne Timoney
Hidenori Tomoyose
James Eugene Toner
Thomas Joseph Trainer
Edmund John Trepacz II
Robert Ingram Tucker
Clyde Cebron Tuggle
Loren Bruce Tuttle
George Christian Ullrich II
Amy Elva Vail
David Dodds VanSpeybroeck
Kevin Thomas Vaughan
Patricia Jean Venti
Pamela Reilly Victor
Kate Anne Wallace
John Wedgwood Webber
Mathew Brehan West
Peter LaBonté White
Jennifer Ann Wilcox
Robert Alan Willert
Heidi Lee Wilson
Karen Elizabeth Wing
Andrew Clifford Winner
John Crawford Youngman III
Douglas Michael Zang

*Visiting Students*
Martin Baltazar
Katharine Sarah Clanchy
Maria Lisa Morrone
Dorothee Rozenberg



# List of Students

**Class of 1985**

John S. Aberth, *Yonkers, NY*
B. Kimberly Adams, *Churchton, MD*
Ann K. Adler, *Wakefield, MA*
Lina A. Al-Jamali, *Washington, DC*
Donna M. Alessandroni, *Utica, NY*
Myron C. Alexander, *Mount Vernon, NY*
Douglas J. Alofs, *Scarborough, ME*
Cora A. Alsante, *Utica, NY*
D. Scott Amoye, *Bronx, NY*
Cynthia R. Andel, *Port Washington, NY*
Richard P. Anderson, *Pittsford, VT*
William J. Anthony, *Watervliet, NY*
Martha P. Appenzeller, *Riverdale, NY*
Thomas S. Arcuri, *Utica, NY*
Victor M. Arias, *New York, NY*
Mason P. Ashe, *Staten Island, NY*
Christine E. Ayotte, *Louisville, KY*

Carol L. Bakke, *New Richmond, WI*
Richard H. Balch III, *Miami Shores, FL*
Frank P. Baldwin III, *Philadelphia, PA*
Christopher B. Barry, *Huntington, NY*
Henry L. Barton, *Holbrook, NY*
Carol E. Bash, *Peekskill, NY*
Kirk P. Beeche, *Mechanicville, NY*
John D. Bennett, *Columbus, OH*
James C. Benneyan, *Greenfield, MA*
David A. Berthiaume, *Basking Ridge, NJ*
Amy J. Biancolli, *New Preston, CT*
William R.A. Boben III, *Lancaster, PA*
Christopher C. Bolles, *Northport, NY*
Julia P. Bond, *Mtn. Lakes, NJ*
Pamela E. Bond, *Massena, NY*
Michelle E. Bonitto, *Clinton, NY*
Ellen T. Brady, *Fayetteville, NY*
Mary K. Breslin, *Morristown, NJ*
Scott R. Brinitzer, *Alexandria, VA*
Louisa J. Brown, *Wynnewood, PA*
Robert D. Brown, *Williamsville, NY*
Tobin M. Brown, *Old Greenwich, CT*
Robert J. Brown Jr., *Pawtucket, RI*
Michael W. Brunner, *Loudonville, NY*
Peter S. Buckey, *West Simsbury, CT*
William R. Bunke, *New Rochelle, NY*
Gerard K. Burns, *Old Westbury, NY*
Willard R. Burns, *Morristown, NJ*

Daphne O. Capon, *Smithtown, NY*
William J. Cardamone, *New Hartford, NY*
William W. Carlisle, *Ogdensburg, NY*
Bjorn A. Carlsson, *Scotch Plains, NJ*
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Paul E. Christman, *Concord, MA*
Natalia Christodoulou, *Greece*
Palma J. Cicchetti, *Pelham, NY*
Sean E. Clancy, *Princeton, NJ*
Nancy J. Clarke, *Englewood Cliffs, NJ*
Douglas A. Cleveland, *Camden, NY*
Elinor A. Coates, *Albuquerque, NM*
Margaret A. Cohn, *Rowayton, CT*
Daniel S. Connolly, *New York, NY*
Mark J. Connolly, *Staten Island, NY*
Eric T. Cooperstein, *Valley Stream, NY*
Marita T. Corr, *Clinton, NY*
Page L. Coulter, *N. Guilford, CT*
James C. Crowley, Jr., *Worcester, MA*
Karla A. Cruise, *St. Johnsville, NY*
John E. Cruskie, *Whitesboro, NY*
Aeon L. Cummings, *Brooklyn, NY*
Laura W. Cunningham, *Winchester, MA*
Edward B. Curtis, *Rochester, NY*
Angelina Cutrona, *New Hartford, NY*

Matthew J. Daly, *Palmyra, NY*
Christopher J. Daniels, *Bayside, NY*
Katherine A. Darcy, *Syracuse, NY*
Stephen O. Dean III, *Rockville, MD*
John D. Delaney, *Jersey City, NJ*
Janis M. DeLucia, *Rochester, NY*
Robert P. Dennis, *Montauk, NY*
William T. Dentzer III, *Larchmont, NY*
Julia T. Dickenson, *Moorestown, NJ*
Laura J. Dickerman, *Hinesburg, VT*
Catherine A. Dimiceli, *Stamford, NY*
Jamie M. Donahoe, *Long Valley, NJ*
Elizabeth K. Donohue, *Painted Post, NY*
Lynda M. Doyle, *S. Salem, NY*
Lori Drews, *Amherst, NH*
Thomas J. Duff, *Stoneham, MA*
Frank E. Dumoulin, *Tupper Lake, NY*
Stephen L. Durfee, *New Lebanon, NY*
Patricia K. Durner, *Allentown, PA*
Dolores M. Dyer, *Warminster, PA*

Marjory E. Edelston, *Short Hills, NJ*
Daniel F. Egan, *Latham, NY*
David H. Ehrenpreis, *Charlottesville, VA*
Jonathan M. Epstein, *Potomac, MD*

Elsa Escalera, *Bronx, NY*
Michele M. Eychner, *Rome, NY*

Pamela J. Fanning, *New York, NY*
Dawna M. Farrar, *Wrentham, MA*
Gordon A. Ferguson, *Lenox, MA*
James R. Ferrara, *Fort Lee, NJ*
Marie C. Figge, *Canada*
William S. Finch, *Northford, CT*
A. Dennison Fincke, *Rochester, NY*
Julia A. Fineman, *Philadelphia, PA*
Patricia A. Finn, *Oakdale, NY*
Paul E. Fishback, *Richmond, IN*
Pamela L. Foresman, *Auburn, NY*
Anthony J. Foster, *Troy, NY*
Bryan N. Foster, *West Chazy, NY*
Erica M. Foster, *Weston, MA*
David K. Fowler, *Malvern, PA*
Alexander M. Fraser, *Rochester, NY*
Lawrence J. Frye, *North Syracuse, NY*
Peggy Fu, *Clinton, NY*

Edward D. Gaffney, *Whitesboro, NY*
Robert R. Galloway, *Hudson, OH*
Elizabeth Gander, *Marlboro, VT*
Susan M. Gassner, *Utica, NY*
Tracy M. Gates, *Wilton, CT*
Gretchen L. Gemeinhardt, *England*
Leslie S. Gibbons, *New Canaan, CT*
Anne E. Gillespie, *Jenkintown, PA*
Catherine F. Gioeli, *Tuxedo, NY*
Susan L. Gittelman, *Atlanta, GA*
Katherine Glezen, *Glastonbury, CT*
Robert E. Godosky, *New York, NY*
Timothy H.J. Goebel, *Wilton, CT*
Susan E. Goehring, *Wexford, PA*
Laura J. Goldberg, *Chappaqua, NY*
Susan J. Goldstein, *Vineland, NJ*
Stephen R. Gorin, *Haddam, CT*
Kathryn M. Gottlieb, *Lancaster, NY*
Cornelia G. Grant, *Cohasset, MA*
Deborah A. Grassi, *Winchester, MA*
David A. Greene, *Worcester, MA*
Karen L. Gruenberger, *Scarsdale, NY*

Jennifer A. Hager, *Bethesda, MD*
Robert E. Hager, *Lexington, MA*
Sherman R. Hall IV, *Atherton, CA*
Alice B. Hampton, *Greenwich, CT*
Susan F. Handy, *Clinton, NY*
Adam T. Harder, *Lake Forest, IL*
Matthew K. Harding, *Morris Plains, NJ*
Diane W. Harpold, *Villanova, PA*
Paula J. Harrington, *Lenox, MA*
Ann C. Hausmann, *Flossmoor, IL*
Kevin L. Hayden, *Syracuse, NY*
Rebecca W. Heald, *Greenville, PA*
James R. Heckler, *New York, NY*
George B. Hefferan III, *Cape Elizabeth, ME*
John D. Hellier, *Katonah, NY*
Janette K. Henry, *Canandaigua, NY*
John P. Herrera, *New York, NY*
Jane K. Higgins, *Rochester, NY*
Kathleen A. Higgins, *Malden, MA*
Mitchell K. Higgins, *Fairfield, CT*
Mary K.V. Hillman, *Utica, NY*
Kathryn E. Hinchcliff, *Cortland, NY*
Joseph C. Hinge, *Barneveld, NY*
Mary Jo Hobaica, *Utica, NY*
Carolyn H. Hodge, *Dewitt, NY*
Kris F. Hoffman, *Orchard Park, NY*
Richard S. Hogan, *Deephaven, MN*
Anne L. Holleran, *Springfield, VA*
Mark E. Holmen, *Armonk, NY*
Tracy A. Hommel, *Sauquoit, NY*
Andrew P. Hopper, *New York, NY*
Timothy J. Houlihan, *Binghamton, NY*
Melissa A. Howe, *Reston, VA*
Keith A. Howell, *Alliance, OH*
Carolyn H. Hoyt, *Buffalo, NY*
Courtney L. Huntzinger, *Midland Park, NJ*
Tracy R. Huntzinger, *Midland Park, NJ*
Elizabeth M. Hussey, *Farmington, CT*
Nathan F. Hyde, *Bellbrook, OH*

Mark R. Isaf, *Cortland, NY*

Thomas R. Jackson, *Madison, WI*
Cathrine E. Jacobs, *Weston, MA*
Gerardus L. Jameson, *Schenectady, NY*
Janice G. Jannuzzi, *Califon, NJ*
Bradley A. Johnson, *Winchester, MA*
Jill E. Johnson, *Vernon Center, NY*
Bradley W. Jones, *APO, New York, NY*
William H. Judson, *New York, NY*

Elizabeth A. Kaiser, *Scarsdale, NY*
Joseph F. Kalynycz, *Marcy, NY*
Sarah A. Keeley, *Villanova, PA*
Alice V. Keesey, *York, PA*

Gregory S. Kelemen, *West Palm Beach, FL*
Suzanne V.A. Kelsey, *Summit, NJ*
Antoine C. Kemper, Jr., *Huntington, NY*
Carter T. Kennedy, *Lake Placid, NY*
James P. Kennedy, Jr., *Grand Island, NY*
Michael P. Kenny, *Camillus, NY*
Susan Y.S. Kim, *Gladwyne, PA*
Paula Knight, *England*
Ellen J. Kohler, *Bryn Mawr, PA*
Lawrence R. Kollath, *Camillus, NY*
Daniel B. Kopel, *Great Neck, NY*
Edward P. Krawitt, *Shelburne, VT*
Gregg K. Kreider, *New Providence, PA*
James S. Kreitler, *Southport, CT*
Mona M. Kristoferson, *Seattle, WA*
Thomas J. Krna, *Binghamton, NY*
Ekkehard D. Kubler, *Savannah, GA*
Susan M. Kusion, *Tuxedo, NY*

Keith S. Lane-Zucker, *New Canaan, CT*
Heather T. Lavalle, *Ridgewood, NJ*
David W. Lawrence, *Washington, DC*
David B. Lawrence, Jr., *New York, NY*
Paul P.H. Lee, *Hong Kong*
Robert L. Leeds, *New York, NY*
Elizabeth R. Lempert, *Delmar, NY*
Michael L. Lentini, *Camillus, NY*
Judith M. Libera, *Glastonbury, CT*
Jan-Mary Lindenthal, *Franklin, MA*
Michael J. Lombardi, *Briarcliff Manor, NY*
Damian B. Lynch, *Baltimore, MD*
John R. Lynch, *Lowville, NY*

Karen A. MacFarland, *Olean, NY*
Hilary A. Macht, *New York, NY*
John R. Mahlstedt, *Port Byron, NY*
Jennifer K. Mann, *Longmeadow, MA*
Gina M. Marangi, *Utica, NY*
Tosca D. Marcy, *Aurora, NY*
Michael Mardiney, *Baltimore, MD*
Laura F. Marran, *Cold Spring Harbor, NY*
Leslie A. Marshall, *New York, NY*
Thomas C. Marshall, *Winnetka, IL*
David M. Maslow, *Scarsdale, NY*
Linda Mast, *Rome, NY*
Dorothy M. Mather, *Philadelphia, PA*
Melissa A. McAndrew, *Croton-on-Hudson, NY*
Elizabeth D. McCain, *Fairfield, CT*
Regina McCarthy, *Wharton, NJ*
Marilyn L. McCormack, *Ames, IA*
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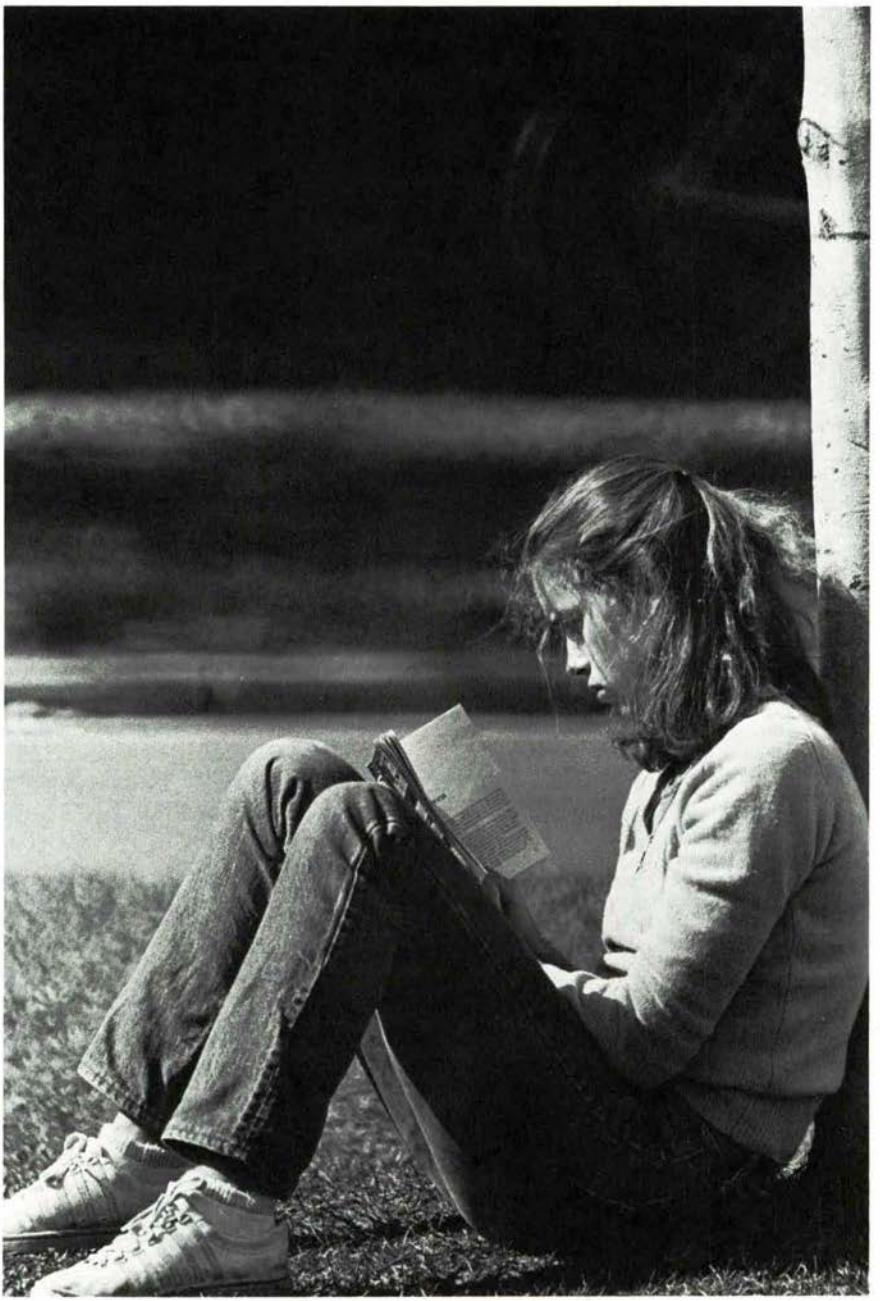

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